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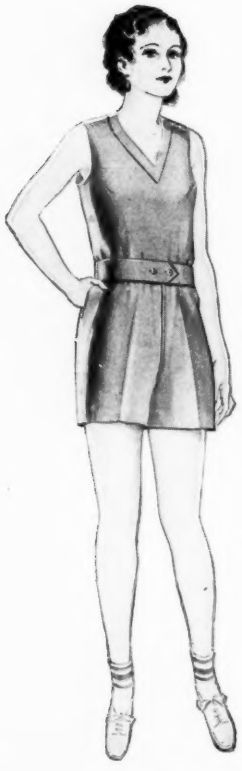

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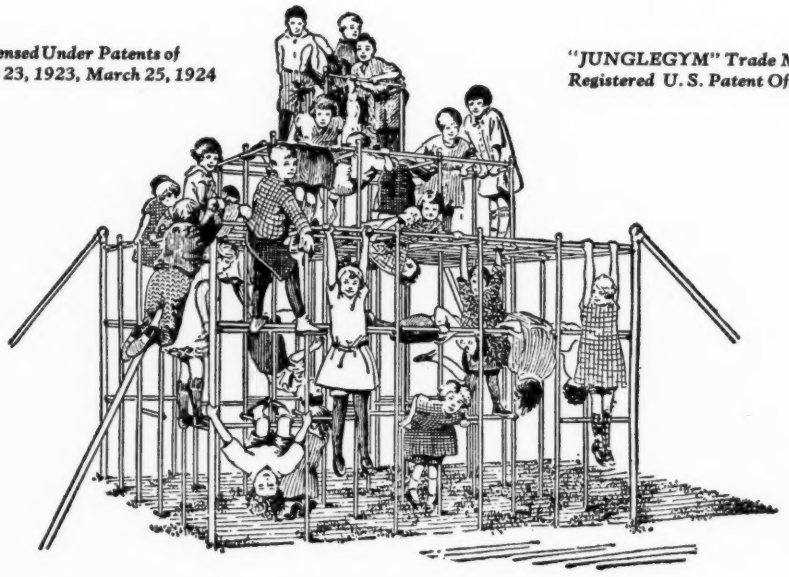

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CHICOPEE **MASSACHUSETTS**

Football in Great Britain

Sports in Europe

By

S. C. STALEY

Professor of Physical Education

University of Illinois

LAST year the University of Illinois granted me a leave of absence for the purpose of studying physical education and sports in Europe. I spent the year studying these matters in thirteen different countries, including England, France, Spain, Italy, Greece, Hungary, Austria, Germany, Czechoslovakia, Denmark, Holland, Switzerland, and Luxemburg. I propose to discuss the general sports situation as I found it in the several countries visited, outlining briefly four impressions relative to the general sports situation that I consider rather significant, and then outlining the general status of the individual sports found and investigated.

May I say at the beginning that the word "sports," though of English origin, is now widely used in all the countries visited. The word had been used in a limited way before the recent war but it has come to be used extensively since the war. The extended use of the word, in all probability, has coincided with increased participation in sports. The word as commonly used refers to all the vigorous play activities that are engaged in primarily, if not exclusively, for the fun, joy, or satisfaction that such participation provokes.

Government Promotion of Sports

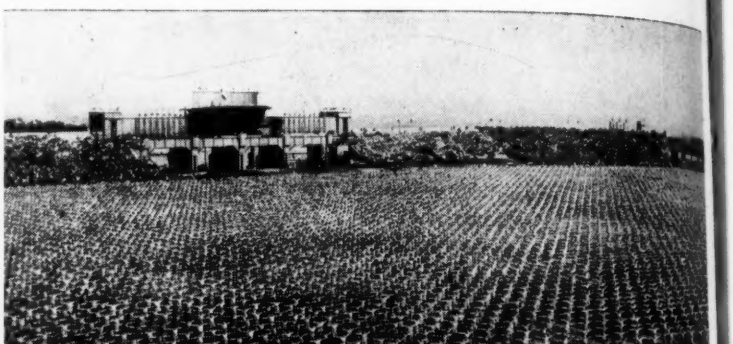
I found the national governments of all the countries visited actively promoting sports in a large way, with one exception, England. The national governments of Germany, France, Hungary, Austria, Spain, Italy, and Czechoslovakia have been particularly active in this promotion. In these countries the governments have set up federal organizations which either completely or partially control or direct this work. In Hungary, Spain, and Italy, this control is almost absolute. This governmental promotion of sports is not confined to national governments. Many provincial and municipal governments are equally active in their support. The various types of government mentioned above—national, provincial, and municipal—support and promote sports in three distinct ways, namely: (1) by the organization and maintenance of offices established for this purpose; (2) by the direct distribution of funds to the various sports organizations; (3) by the construction of all kinds of facilities for sports purposes—swimming pools, playing fields, stadia, boat houses, beaches, etc.

Sports in Institutions of Higher Learning

Sports are developing very rapidly in all European institutions of higher learning. There was some interest and participation in this form of activity among university students before the war, but a great expansion has occurred since the conclusion of that event. This work is not organized and carried on in European universities as in American universities, that is, under the auspices of a single Sports Association. The great bulk of the work is carried on through local sports clubs. Some of these clubs are entirely student organizations; some have a combined membership of students and townspeople. The students in each university thus support entirely or partially a considerable number of sports clubs. Most of these clubs promote only one, two, or three sports, though a few of the more pretentious promote an all-inclusive list. The various clubs rent or furnish equipment and facilities and, for the most part, work on an independent basis. In the larger universities there are frequently two or three clubs devoted to the same sport. These clubs compete

against other clubs in the same university, local city clubs, and similar clubs of neighboring institutions and cities. It may be of interest to add that the sports clubs attached to the universities are not controlled or aided or interfered with in any way by the faculties of the respective institutions. The clubs are entirely student enterprises.

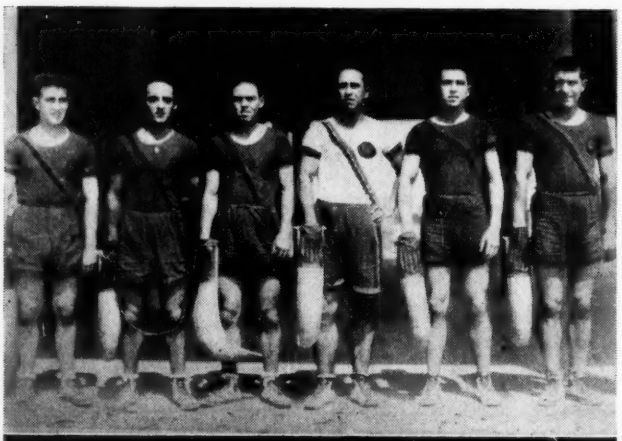
Organized inter-university sports competition seems to have started on the continent just prior to the war. The first competition of this type that occurred on the continent (that is, exclusive of England) was a track and field meet held in Germany in 1909. Since the war this form of competition has developed rapidly. At the present time a large proportion of the institutions of higher learning have representative teams competing in dual meets in many sports. National championships in most of the common sports are held among the institutions of higher learning, either annually or biennially, in Germany, Austria, France, Italy, and Hungary.

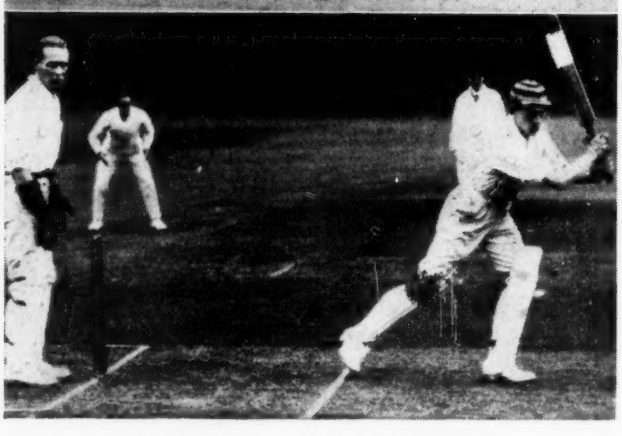


14,000 schoolgirls in athletic exhibition, Prague, Czecho-Slovakia

International competition has been the natural development in the field of student sports competition. A number of dual competitions were held just after the war. This tendency culminated in the organization of the International University Students' Sports Federation. This organization, controlled by the students themselves, held its first set of games, popularly called "Student Olympics," in Warsaw in 1924; a second in Rome in 1927; a third in Paris in 1928; and a fourth in Darmstadt in 1930. At the last games, eleven hundred students from fifteen different countries competed in eight different sports: soccer, wrestling, track and field, tennis, boating, fencing, swimming, and water polo. Present plans call for a biennial meeting to be held in the even years and a further extension of the list of sports included.

Spanish Jai Alai (Pelota) players





Cricket on the sod of old England

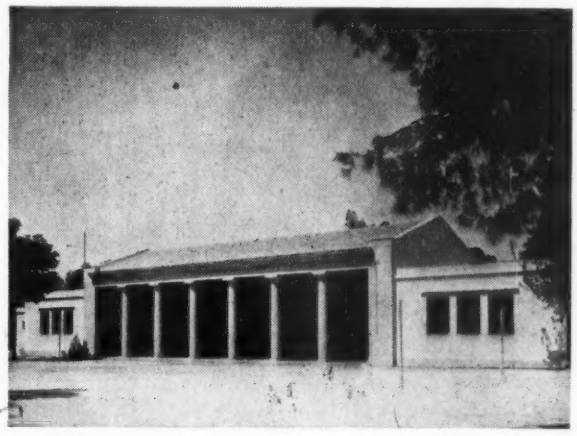
Sports Clubs

The amateur sports situation on the continent was found to differ vastly from the situation obtaining in this country. Furthermore it may be added that, in my opinion, the difference was not in our favor. The situation that exists in this country is known to all specialists in physical education, but for purposes of providing a contrast I may be pardoned for mentioning a few of the more conspicuous characteristics. The great bulk of sports participation in this country, both organized and unorganized, is limited to those registered as students in an elementary school, high school, and college. The Y.M.C.A., Y.W.C.A., and K. of C., a few churches, a few community centers, and a few other similar organizations reach a fair number. A limited number of sports clubs (golf, tennis, athletic, boat clubs, etc.) complete the picture. It may be added that most of the so-called athletic clubs are grossly misnamed. Usually they are clubs for the wealthy, inclined toward professionalism rather than amateurism, and emphasize social features rather than sports. Only a very small percentage of our out-of-school population participate regularly in one or more sports.

On the continent, the students in all types of schools —elementary, secondary, and higher schools—are now participating in a relatively extensive program of sports. The participation which occurs here, however,

represents but a small part of the total participation. The greater share occurs in connection with "Sports Clubs" which are sports clubs in fact as well as in name. These sports clubs are more numerous in the northern region than in the south, but in one form or another exist all over the continent. The large cities contain a great many such clubs, and a good proportion of the smaller towns and villages have at least one. The clubs vary in size from a membership of twenty or thirty to one with a membership of over 5,000, located in Berlin.

One interesting feature of these clubs is that only a very small proportion own and occupy club houses. The common arrangement consists of establishing so-called social headquarters in a private room connected with a café or wine shop. In many instances the use of the club room is donated by the proprietor for the business the club members bring. Some clubs rent a conveniently located room or two for headquarters purposes. A few clubs rent rooms that are converted into gymnasiums and used for activity purposes.



A typical Greek gymnasium — The weather permits keeping one side open

The great majority of the clubs were originally organized about one activity: skiing, tennis, swimming, rowing, football, track and field, gymnastics, etc. A good percentage of the clubs are still centered in one sport, though in recent years they have exhibited a marked tendency to broaden out, and many are now promoting two, three, four and more activities. A few of the larger clubs are general sports clubs fostering a very extensive program of activities.

The arrangements for practice and participation are varied. A small proportion of clubs own their own facilities: ski jumps, boat houses, playing fields, gymnasiums, etc. The great majority, however, own no facilities but rent accommodations from other clubs whose fortunes permit the possession of property and equipment, or secure the use of facilities provided by civic or state authorities. A few of the more affluent clubs employ full-time and part-time coaches. In most of the clubs, however, the activities are organized and coached by the members themselves.

Another striking feature of the clubs is that, while most of them organize teams and engage in competitions of various kinds, this phase of the program does not constitute the center of emphasis. The clubs emphasize participation on the part of all members regardless of the quality of performance. In some of the clubs regular participation is necessary to membership. I talked with a boy in Berlin who belonged to a sports club that had a membership of two hundred fifty. He told me that on the preceding Sunday two hundred twenty-two members had participated in a ten-mile cross-country run. Incidentally, Sunday is the big day for sports all over the continent.

The membership of many of the clubs includes only a restricted group of one sex: men, boys, women, or girls. Some include two distinct groups: boys and men, young men and young women, etc. On the other hand some of the clubs, particularly the gymnastic clubs, include the entire family, and provide special programs of activities for each of the several distinct groups.

Sports Education

Prior to the recent war, the curriculum in physical education in the schools in all the countries visited was confined almost exclusively to Swedish or German gymnastics, or some variation or combination of the same. Since the war all the countries have exhibited a marked tendency to eliminate or greatly reduce formal work of this sort from the program and substitute sports of all kinds. The new curriculum, knowingly or unknowingly, is essentially a curriculum in sports education. This might be amply substantiated by citing the activities included in the program of many states, cities, and institutions. To conserve time and space, however, I shall present only two which may be considered representative — the national Hungarian program and the program offered at the University of Munich. The Hungarian program includes calisthenics, apparatus stunts, track and field, mass games, soccer, handball, volleyball, basketball, swimming, boxing, wrestling, fencing, hiking, shooting, skiing, cycling, etc. The program at the University of Munich includes fundamental gymnastics, track and field, corrective gymnastics, tennis, swimming, riding, shooting, soccer, handball, and games.

Individual Sports

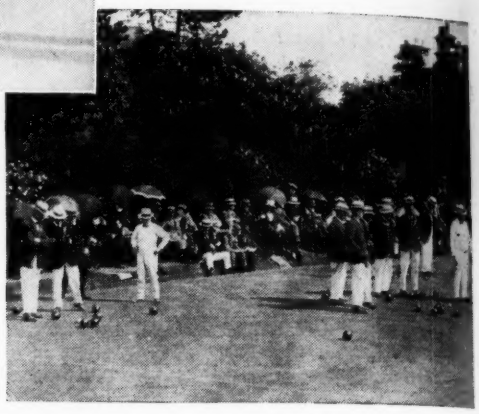
I shall now outline the essential facts relative to the status of the various sports promoted:

Soccer football is unquestionably the most popular single sport in Europe. The game is actively promoted in the schools at all age levels. There are also many amateur clubs organized about the sport. Most of the countries visited foster annual regional and national amateur championships. In addition, there are a great number of international contests staged throughout the season, which includes the fall, winter, and spring. In England, the game is organized on a professional or commercial basis which compares favorably with organized baseball in the United States. In most of the other countries visited, there is a great deal of semi-professional soccer.

Right—Curling in the French Alps

Below—Skiing at Saltsjobaden near Stockholm, Sweden

Below — Bowling on the Green has many English devotees



Left—120,000 people attending an English soccer football championship game

Right—"Wandering Birds," German student hikers

Below—A new sport in France, the "paticycle" race

Below A goal for the University of Dublin!

Above—Camping is a popular activity in the new program in sports in Italy

Right—Civic handball court in Dublin for the use of children of the city

Gymnastics (that is, the doing of stunts on apparatus, and similar activities) is a very popular club activity in most of the countries visited. The following figures give some notion of the extent to which these activities are carried on: the German Gymnastic Federation (which is only one, though the main one, of three of four similar organizations) had a total membership in 1929 of 1,618,702; the Sokols (the Czech equivalent of the German Turner organization, and again only one of three such organizations in this country) had a membership in the same year of approximately 559,000; and the French Gymnastic Union had an active membership of 300,000. Similar organizations with relatively large memberships exist in each of the other countries visited, with the exception of Greece.

Bicycle racing, a type of amateur sport that was quite popular in this country about two decades ago, is still extremely popular on the continent. Races of all kinds and all distances are conducted regularly. They are conducted on indoor tracks, out-of-door tracks, across cities, around cities, and across country. Free races and motor-paced races are both popular. In distance they range from one kilometer to 4000 miles. The French conduct an annual race called "Tour de France" which, in fact as well as in name, is a tour of France lasting twenty-eight days and covering over 4000 miles. One may assume that this popularity of bicycle racing is due to the fact that the bicycle is still a common means of transportation with the mass of the people.

Track and field athletics have a fairly large following in most of the countries visited. The inhabitants of the northern countries are producing performances that are more creditable than those produced by the inhabitants of the countries in the south, though even they are not without exceptional performers.

Swimming is fairly popular but, rather curiously, seems to be more popular among the northern nations than among those found in the south. One would be disposed to think that climatic conditions would favor the sport and thus lead to increased participation in the southern region, but this is not the case.

Wrestling has a limited following. The Greco-Roman style is used, in which the contestants are not allowed to use the legs, instead of the catch-as-catch-can style used in this country. I was told, however, that the catch-as-catch-can style was gradually gaining in popularity.

Boxing is carried on as an amateur sport in only a very small way. Professional boxing likewise has not been developed very extensively outside of England. The success of Carpentier several years ago and more recently the success of Schmeling have stimulated some interest and participation in professional boxing in the two countries concerned. There seems also to be a marked development in northern Spain and northern Italy. I may say, though, that the sport has not attained a very widespread following.

Fencing is relatively popular in most of the countries visited though not nearly so popular as Americans are disposed to imagine. The sport is practiced principally in the large cities in studios (that is, private fencing academies) where those who are interested pay a fee for instruction; in fencing clubs organized for the distinct purpose of promoting fencing; and in general sports clubs where the activity is merely one of several. This activity, as might be surmised, is taught and promoted rather extensively in the army, navy, and in military circles in general. France, England, Germany, Italy, and Spain maintain special schools for the training of military instructors in fencing.

Water sports, including rowing, paddling, and sailing are carried on rather extensively in the northern countries. The paddle-boat, which is an adaptation of the Eskimo canoe, is widely used. The Italians foster a novel type of rowing event, called the Venetian style, in which the oarsmen stand up, face the direction the boat is headed and row gondolier fashion. In this type of event, there are races for crews ranging from one to twenty. The twenty-oar boat called "Grand Bateau," sweeping down the grand canal in Venice, presents a most spectacular sight.

Winter Sports

Winter sports including skating, tobogganing, bobsledding, skiing, ski-jumping, and hockey, are now practiced extensively in all regions where climatic conditions permit. Skiing and ski-jumping are particular favorites. These sports, in addition to being promoted by many club organizations, are also actively promoted by many winter resorts. The Scandinavian countries, Norway, Sweden, Denmark, and Finland, have been conducting for some time past a biennial meeting called the "Winter Olympics," in which all the winter sports are included. These games, I was told, have become quite as popular in the countries directly affected as the international quadrennial Olympics.

Basketball was introduced in Europe by the American soldiers during the war. At the present time the game is played considerably in France, Northern Spain, Northern Italy, Switzerland, Poland, Belgium, Czechoslovakia and Greece. The game is also played a little in southern Germany and England, and has been recently introduced in Holland and Hungary. Recently, representatives from Switzerland, Italy, France, and Belgium founded an International Basketball Federation. This organization makes the European rules and controls all international play. The present rules, with one or two minor variations, are identical with those used in this country. The game is most commonly played out-of-doors on dirt courts. Last year a team comprised of Russians exiled in France was unofficially accredited as the champion of Europe.

Volleyball was also introduced into Europe by the American soldiers during the war. It is now played, though not very extensively, in France, Italy, Greece, Czechoslovakia, and Poland.

Tennis seems to be fairly popular in most of the countries visited though its practice is confined principally to the larger cities and the resorts. The cost of the game, as represented in the construction and maintenance of courts and the purchase of rackets and balls, is probably a factor in limiting the number of participants.

Golf, of course, is exceedingly popular in England. I saw figures to the effect that there were approximately 3,000 courses on the British Isles. I was told that there were about 35 courses in Germany, 55 in France, 30 in Switzerland, 10 in Italy, 5 in Austria, 2 in Hungary, 5 in Czechoslovakia, and 1 in Greece. I secured no information regarding this item in the other countries visited. It may be pointed out that the majority of the courses on the continent are located at resort centers where they have been constructed to attract English and American tourists. Most of the independent clubs that exist on the continent were founded and are now supported mainly by American and English residents. The cost of playing the game has undoubtedly interfered with its further development among Europeans.

Handball is a new game originated by the Germans either during or just after the war. The game has become quite popular in Germany and Austria and is developing in Denmark, Holland, Czechoslovakia and Hungary. The game has the aspect of soccer with the difference that the ball is thrown and not kicked; or from another point of view it has the aspect of basketball, with the difference that the game is played on a soccer field and the ball is thrown through a soccer goal instead of through a basket. The game evolved from soccer and was originally played with the regular soccer ball. About two years ago a slightly smaller and heavier ball was officially adopted for the game. I saw a number of games played and can report that it proved to be quite interesting.

Weight-lifting is promoted and carried on in a limited way. Competitions in this activity are conducted between individuals, also teams of 5 men who are arranged in weight divisions similar to those used in boxing and wrestling, that is—bantam weight, light weight,

"Boccie"—the chief adult sport in Italy and southern France

middle weight, etc. The contestants are matched in pairs, in their respective weight divisions, and each attempts to out-lift his particular opponent. Large adjustable bar-bells are used. Each contest includes three distinct lifts as follows: (1) using both hands the bar is lifted from the floor to a horizontal position across the chest and then pressed up slowly to a position of arms straight above the head; (2) using both hands the bar is jerked from the floor to a horizontal position across the chest and then heaved to a position of arms straight above the head; (3) using both hands the bar is jerked from the floor to a position of arms straight above the head.

Rugby football is played principally in England. The game is also played in a few of the larger cities in Germany, France, Italy, Spain, and Switzerland. I might explain that Rugby football is the progenitor of the American game which is properly called Intercollegiate football. The game of Rugby football in a relatively crude form was played at Yale some fifty years ago. The gradual adoption of distinct playing rules by a number of Eastern colleges resulted in the formulation of the American game. The game Rugby football, which incidentally was revived last spring at Yale and Harvard, may be best described in terms of the American game with which we are all familiar. The field is the same. The ball is the same. Fifteen players instead of eleven constitute a team. Scoring is similar.

(Continued on page 52)

Are We Becoming Overly Health Conscious?

By

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THIS question* was possibly stimulated by Mr. G. K. Chesterton, the British essayist, who has recently said that we are becoming overly health conscious in so far as personal health is concerned. He asserts, however, that we should continue to maintain our machineries which have to do with community health problems. Evidently, he fails to recognize the fact that community health problems, in general, in the last analysis are matters pertaining to personal health. Typhoid fever, tuberculosis, and other infections do not always follow the channels ordinarily controlled by the community's established health machineries. One cannot draw a line of demarcation between the two. Modern public health work is characterized by the shifting of its center of interest from environment—sanitation—to the individual. It realizes that before an ideal community health condition can be attained and maintained, each member in the community must be intelligently health conscious and healthy. The brief time allotted for this discussion precludes further comment relative to Mr. Chesterton's observations.

Are we becoming overly health conscious? My answer is emphatically, NO. Moreover, I am going to try to convince you that the dawn of a much needed era of health consciousness is just appearing on the horizon.

One would define consciousness as a state of being mentally awake, an awareness of that which is perceived as without oneself as well as that which is felt within oneself. Several elements enter into the make-up of consciousness,—sensations, images, non-sensory ideational data, feelings, and so on. For the instant, attention — the focusing of consciousness — may be centered on the objective world,—people, things, and events,—in which case intelligence generally dominates consciousness. The next moment, the spotlight of attention may be centered on one's self and one's internal conditions. Then, feelings and emotions usually dominate the situation. Between these two extremes, the conscious state is forever shifting. Depending on one's education, training, experience and outlook on life, consciousness tends to habituate itself to either the objective world or the subjective world. This is true of health consciousness. The old health consciousness was largely subjective. Superstition, the demonic conception of disease, ignorance of the causative factors of disease and of the fundamentals of health promotion, and so on, offered a fertile field for the development and growth of this emotional form of health consciousness. Quackery, charlatanry, patent medicine men, the almanac, and so on, saw to it that this field, so lucrative for them, was cultivated.

In light of our present and rapidly developing knowledge relative to hygiene, we know that this subjective, introspectional, introversional, emotional form of consciousness, over-centered on one's "innards," engenders psychoneuroses with its neurasthenia, hypochondria, hysteria, anxiety neuroses, psychasthenia, and so on, and should no longer be regarded as health consciousnesss. The modern hygiene movement has for one of its main objectives the supplanting for this emotional, subjective concern for the body, whether in order or out of order, an objective intelligent health consciousness. It is trying to teach people to take the same kind of intelligent objective attitude towards their body-machines as they ordinarily manifest toward their automobiles. Moreover, the new human conservation movement is endeavoring to interest people in the social and economic significance of health, realizing that if one becomes interested in a sound and vigorous society, this interest reflects wholesomely on one's own health. The wise and far-seeing Disraeli reflected this type of health consciousness when he said, "Public Health is the foundation on which repose the happiness of a people and the power of a country. The care of the public health is the first duty of a statesman."

One thing is certain and this may be regarded as fundamental: no nation can anticipate a position in the vanguard of civilization, if its people are permeated with disease and with physical, emotional and mental impairments. Greece with its malaria, the South with

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its hookworm, and many people with their malnutrition, and so on, are examples of this axiomatic asseveration. Let us put this statement in a positive form: the future belongs to that nation which produces the greatest number of healthy children and which maintains the highest order of health practices for its people. We may still state this axiom in another way. The highest degree of intelligence and education, of culture, of prosperity and of social well-being will be found in that country or society which pays the most attention to the health of its people; in other words,—health conscious.

My conception of a health conscious nation, then, is a nation which is deeply interested in seeing to it that our present knowledge of the fundamentals of health promotion and disease prevention and control is effectively applied to its people from the conception of life to its close,—seeing to it that each individual is given every opportunity to develop normally, free from mental, emotional and physical defects, and is able to carry on his social and economic responsibilities satisfactorily to himself and to the society in which he lives. Moreover, this new health consciousness is concerned with the promotion of research and investigation along the lines of both euthenics and eugenics with a view of improving the health of mankind as we find him and of improving the quality of the mankind of the future.

This is my conception of health consciousness. The former introspectional, emotional, psychoneurotic engendering concern for one's own make-up has no place in the intelligent objective health-conscious human conservation movement.

The new human conservation movement has achieved much in the United States during this century. The nation's general mortality rate has been reduced from around 19 and 20 per 1000 population at the beginning of this century to around 11 and 12 per 1000; the infant mortality rate from around 200 to 250 per 1000 births to 69 per 1000 births, adding approximately 18 years to the average length of life. The death rate from tuberculosis has been cut in two; typhoid fever and other alvine discharge diseases are being eradicated; there has been marked reduction in mortality from diphtheria and from other communicable diseases; and so on.

However, this is just a beginning. It will and must continue until many more preventable illnesses and defects are eliminated and until each life is the recipient of all that both nature and nurture can contribute to positive health and to mental and physical efficiency. So far the progress made has been chiefly with the negative aspects of health,—the prevention and control of diseases and defects. Let us inquire into health conditions in the various age periods of life as we find them in the United States and then ask if we, as a nation, are even adequately health conscious.

Maternity Deaths

Approximately 17,000 women die annually in the United States from accidents and complications of pregnancy and childbirth. It is estimated that from 30% to 40% of all pregnancies and childbirths in the United States are not attended by trained skilled services. While it is difficult, in some respects, to compare our maternity mortality with that of the other civilized countries of the world, we may assume that it is among the highest. Our maternity mortality in 1927 was 6.1 per 1000 births. Norway, this same year had a maternity mortality of 2.5 per 1000 births. Therefore, ours was more than twice that of the Norwegians. In other words, we should save approximately 9,000 mothers each year in the United States if we were as health conscious in respect to maternity welfare as is Norway.

Maternity should be a normal physiological process. Yet 17,000 mothers are sacrificed annually in the United States in bringing new life to our nation. Are they the sacrificial offerings of an over- or under-health conscious nation?

Prenatal and Neonatal Mortality

Prenatal hygiene, adequate scientific obstetrical service and proper post-partum care of mothers should be among the first concerns of an intelligently health conscious nation, not only with a view of assuring to mothers a long life of usefulness and satisfaction but also for the conservation of the new lives which they conceive, bear and bring forth. Some have estimated that for every two or three pregnancies, one terminates in the intrauterine death of the embryo foetus or full term infant. In the registration area of the United States, 1928, there were approximately 90,000 stillbirths,—babies which had reached the full term of intrauterine development but were born dead.

Undoubtedly, countless prenatal deaths are due, in a large measure, to ignorance and neglect of the fundamentals of maternity hygiene. An intelligent health consciousness with regard to a maternity hygiene program, including adequate prenatal instruction and care, skilled obstetrical service and effective post-partum management are a dire need of our time.

Infant Mortality

Now let us pass on to the next age period of life for which there is still great need of intelligent health-consciousness. It is the first of the seven acts in Shakespeare's "All the world's a stage" or drama of life. As Shakespeare puts it, "The infant mewling and puking in the nurse's arms." Next to intrauterine life, infancy is one of the most hazardous of "occupations."

Approximately 160,000 infants die annually in the United States. By infant deaths we mean those who die during the first year of neonatal existence. Approximately 69 infants die for each 1,000 births. One of the outstanding achievements, along the lines of human conservation in the United States during this century, has been brought about as a result of our efforts to make the public "health conscious" along the lines of infant welfare.

Beginning with this century the infant mortality rate in many quarters of this country was around 200 to 300 per 1000 births. This means that one baby out of every four perished before it reached the first mile-

stone in life. As a result of the health consciousness which has been promoted and fostered in the United States during the past 30 years only 1 baby in 14 is sacrificed.

We are still far from being over health conscious in respect to infant health. Oregon has an infant mortality rate of 46.8 per 1000 births while in Arizona it is 141.5. If Oregon's infant mortality rate, in 1928, were maintained for the United States as a whole, there would have been approximately 103,000 infant deaths instead of 160,000,—a saving of 57,000 babies. We may conservatively estimate that if all the knowledge we have at our command, at the present moment, relative to maternity and infant hygiene and conservation, were universally applied, we should prevent at least 100,000 babies each year from being laid away in little caskets. "Died for want of a health conscious nation" might well be their epitaphs.

Health consciousness must go further than the comprehensive intelligent application of our present knowledge of maternity and infant conservation. Here too it must stimulate research and investigation. At any rate, let us not begin to even suspect that we are health conscious until Article IV of the Children's Charter, White House Conference on Child Health and Protection, is universally applied:

"For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and that establishment of such protective measures as will make child-bearing safe."

The Child, Illnesses and Defects

We now ring down the curtain on the infant act in the drama of life and pass on to the second act—the act which bears the caption: and "then the whining school-boy with his satchel and shining morning face, creeping like a snail unwillingly to school." We shall include in this scene the pre-school child as well. Let us now view the deplorable mal-conditions in the realm of childhood and then ask if we are even health conscious in our obligations and duties towards our children.

Once we get the baby beyond the second milestone of life, death does not loom up as so formidable an adversary. The mortality rate drops from 69 per 1000, first year of life, to less than 10 per 1000 during the third year of life. However, the grim Reaper exacts a far greater toll from the ranks of childhood than it should or would were we more intelligently and effectively health conscious. Diptheria, whooping cough, measles, and scarlet fever—the arch-fiends of childhood—massacre approximately 30,000 children annually in the United States. The automobile is a deadly weapon against childhood. Approximately 1,000,000 of our children, according to the most conservative estimates, have tuberculosis. Smallpox is still with us "to the tune of" 30,000 to 50,000 cases each year, including many children. During the age period 6 and 7 years, according to some surveys, approximately 5 days per 100 days of school enrollment are lost by each child on account of acute illnesses. Many diseases of childhood, from which children seem to recover, leave more or less permanent and incapacitating defects. Three-fourths of all deafness, three-fourths of all speech defects, one-third of all cripples and a considerable proportion of all blindness in our humanity occur before the fifth year of life.

We are beginning to realize that most of the seeds of emotional instability which is responsible for so much incapacity, unhappiness, sorrow, misery, poverty, crime and mal-adjustments in general are sown during the tender and fertile years of childhood. It has been estimated that we have at least 1,000,000 potential psychopaths in the schools of our country. Until teachers in the schools of our land possess a working knowledge of and are deeply interested in the fundamental principles of the modern mental hygiene program which has for its objective the mental, emotional, and social health and adjustments of children, we need not be concerned with becoming over health conscious.

Then, there is that colossal problem of malnutrition. Widespread, indeed, is undernourishment in the pre-school and school children of our land. We are just now beginning to appreciate the enormity of the ill effects of malnutrition. Formerly we thought of it as affecting bone tissue only,—bowed legs, and so on. Now we are beginning to recognize its sinister relation to mental retardation, dental caries, disturbances of the respiratory structures and digestive organs, etc.

When every teacher in the land understands just what is meant by the balanced diet as measured in terms of proteins, carbohydrates, fats, vitamins and minerals with a view of preventing the widespread and far-reaching ill effects of malnutrition in childhood and with a view of helping to promote normal physiological growth and development of the body as a whole for each child in the land, then we may begin to talk about a health conscious nation.

Time will permit us only to refer to those other widespread defects of childhood,—dental caries, diseased tonsils, adenoids, defective vision and hearing, goitre, orthopedic defects, valvular impairments of the heart, and so forth which are so widespread. Approximately 70% of our children have one or more of these defects which, if uncorrected, will in time handicap them and make it difficult for them to make satisfactory social and economic adjustments later on in life or incapacitate them. We are certainly not yet over-health conscious here.

We are just beginning to realize the dawn of a health-consciousness for childhood. It is manifesting itself in the many studies which are now being made of childhood with a view of assuring to each child insofar as it is euthenically possible, sound, vigorous, long lasting, harmoniously developed body machines and with a view of ferreting out, preventing, and correcting the illnesses of childhood and the mental, emotional and physical defects which are so widely spread in these tender age periods of life.

Youth

Let us consider the age period of youth and early manhood and womanhood in Shakespeare's third and fourth acts of *As You Like It*: "The lover, sighing like

a furnace, with a woeful ballad, made to his mistress' eyebrow," and "Then a soldier full of strange oaths and bearded like a leopard. Jealous in honor, sudden and quick in quarrel. Seeking the bubble reputation, even in the cannon's mouth." Our knowledge of the incapacitating ills and bodily defects of youth and early manhood age periods in our country is more complete than that for any other age period. The World War and the draft examination made this possible. "One-third of our young men, 3,500,000 examined, age period 18 to 31 years, had to be rejected for first line duty because of incapacitating chronic illnesses and mental, emotional and physical defects. Think of it! One-third of those at that age period of life when man should be in prime bodily condition, so defective that they could not withstand the strenuousness of a soldier's life!

Time precludes a consideration of the 13 major causes of the army rejections. But we don't seem to be overly health conscious here.

Middle Age

We must pass on hastily to the fifth scene in the drama of life,—that of middle age, when "the justice in fair round belly with good capon lined, with eyes severe and beard of formal cut. Full of wise saws and modern instances; and so on he plays the part."

Middle age, 40 to 60 years, in many respects, is the most significant time of life. In a large measure it is the span of life which carries the chief burdens of the affairs of man. This span is responsible for the care and education of youth. It is or should be the wisest: "For days should speak and a multitude of years should teach wisdom," said Job. Economically, socially, and politically, the 40 to 60 year span should be of the greatest value and service to community, state and nation, but to be effectual one must not only possess wisdom but health as well.

Let us see what the health conditions of this span of life in our society are. Sufficient physical examinations have been made of people in this age span, 40 to 60 years, so that we have a fairly accurate picture of the health conditions. Approximately 98% have defects and only 2% have normal health. In this group the ravages of the degenerative diseases,—heart, arteries—apoplexy, and kidneys manifest themselves. Unfortunately these diseases are not associated with disturbing symptoms until well advanced. They usually come on insidiously and reach irreparable stages before their victims are aware of them. At any rate, of the 98% in this age group so far examined, approximately 93% were unaware of important bodily impairment and more than 65% were in need of definite medical care.

Perhaps we can get a more striking picture of the wastage of human life in this age span, 40 to 60 years of age, by viewing it from another perspective. Let us take 100 young men, age 25, sound in body and therefore feeling no need for health interest; in other words, not health conscious. Let us look forward 40 years hence and see what will be the state of their affairs when they reach the age of 65 years: only 64 will be living, one-third of them will have died during the middle age period of life when they should be of the greatest value to society. Of the 64 living, 1 will be rich, 4 will be well-to-do, 5 will be working and thereby supporting themselves. The other 54 will be dependent wholly or in part on relatives, friends or societies for the comforts and sustenances of life.

In many respects it is this middle period of life which is the most critical. We have already emphasized its strategic importance and value to society in general and the dire needs for an effectual health span for this period. We have shown you the picture as we find it. Assuredly, human wastage in the nature of incapacitating illnesses and defects and premature deaths is rampant in this age period. Moreover, most of this devastation is due to the individual himself. Ignorance regarding and neglect of health on the part of the individual himself are no doubt responsible largely for this human wastage in middle life. Intelligent health conservation in this middle age period, and earlier periods, should help to avoid this great loss.

Old Age

And now we pass to the final scenes of life's drama, the sixth and seventh acts in the seven ages of man: "The sixth age shifts into the lean and slippered pantaloon. Wth spectacles on nose and pouch on side. His youthful hose well saved, a world too wide for his shrunk shank, and his big manly voice turning again to childish treble, pipes and whistles in his sound." And, "Last scene of all that ends this strange eventful history. In second childishness and mere oblivion, sans teeth, sans eyes, sans taste, sans everything." In these lines, Shakespeare depicts old age in a world void of health consciousness.

The life span of not more than 100 years is doubtless fixed in our germ plasm. Nor are we interested in prolonging life beyond this fixed period. We are interested, however, in seeing to it that the adult *health* span is prolonged and fairly well extended into the old age period. An old age health consciousness is now becoming imperative. In recent years, because of the dawning of health consciousness for maternity, infancy, childhood, youth and middle age, approximately 100,000 each year, in the United States, are being added to the ranks of the old age span of life,—beyond 65 years of age. What are we going to do with our ever increasing old people? We do not want them to live on and on despondent, decrepit, and dependent. In general, life should terminate when it ceases to be effective, interesting and satisfactory. "Better fifty years in Europe than a cycle in Cathay."

However, we have plenty of evidence that old age can carry on effectively and satisfactorily. Titian painted his *Battle of Lepant* at 98 years of age. Michael Angelo was busy at 80. His *Last Judgment* and the *Sistine Madonna* frescoes appeared during his sixth and seventh decades of life. Goethe achieved *Faust* at 80. Tennyson wrote *Crossing the Bar* when he was

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Basic Principles Underlying Posture

By

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INTRODUCTION: My many years of teaching and study and my recent experience at Teachers College have acquainted me with a great many problems in the physical education field and have enlisted my heartiest sympathy and cooperation. I have come to believe that the future education values in all fields of knowledge lie in great part in the hands of those who can make the human body more intelligently expressive. Because, is it not true that the more expressive and articulate the body of a child may become through free play and active skills, the more unified and incorporated into his life will be the whole body of knowledge which he acquires, to the end that he may function more happily as a person and express himself more clearly and more truly to his fellows? And is it not in furtherance of these ideals that physical educators are giving their attention today? So that, as we grow to understand the *wholeness* of the human entity, physical education may become more and more established as a unit of general education.

A Plea for Structural Hygiene

For years I have studied the problems of structure in connection with the equipment of the human body, basing my work upon the mechanical, physiological, and psychological principles which govern structural adjustments and their effect upon functioning. This has developed in my teaching a definite method and technique which contribute to what we may call a Hygiene of Structure. It seems to me, in view of my own experience in clinical work, that one of the next steps in physical education should be the placing of structural problems in the same category educationally, as that so long occupied by physiological and psychological problems, for this reason: Our formation is the very foundation upon which all functioning rests. In fact, it *conditions* physiological and psychological activities from the cell to the completed edifice. Structure is so essential a part of the whole that it cannot be ignored. It is a vital element without which physiology and psychology would be impossible; for, after all, it *is form* which determines the type of movement of all the activities of life. And I believe we have quite enough scientific data, already established, to warrant such a field as structural hygiene,—and that, considering the role which structure inevitably plays in function, the time has come when structural hygiene should find a dignified place among other aspects of hygiene. Moreover, should we not demand that the same high scientific standards as to criteria should be set up in establishing principles for this essential factor, as those we employ in establishing the principles of behavior of materials and forces in other aspects of hygiene? We should then, like the physicist and chemist, go *to* nature for our scientific facts and *with* nature in applying the principles which govern them. Our criteria would then be freed from the notions and prejudices of a past age and would assume somewhat the proportions of scientific data.

Apropos of notions and prejudices, let me but mention the problem which dead words present today. If we were to free ourselves from many obsolete words having in the light of modern knowledge unintelligent connotations, such as "posture" which carries with it an idea of *position* and *fixity* instead of the fact of the incessant interplay between forces and materials for equilibrium, it would advance us considerably in our forward march. For example, we might say that a dog or a cat strikes a certain pose but we would hardly employ such a heavy word as "posture" with its load of moral implications, its "good" and "bad" notional connotations, to such an incidental and momentary assembling of bodily parts. If we were to dispose of some of these words and search for better ones we would *sense* the reality of some of the discoveries of modern physical science far better than we now do, and would incorporate them in our everyday experience. Even the old Grecian philosophers envisioned facts which science would eventually prove true. To Heracleitus, I believe, is attributed the statement, "Everything flows—nothing abides." Radio-activity and protoplasmic flow were not known to man in his day, but today are recognized.

Activity, activity, everywhere around us and yet we cling to words giving us the *feeling* of *fixity* and *static position*. Pursuing the topic further for the moment, I would like to suggest that for safety we might think in terms of *verbs* instead of *nouns* until we have agreed upon more suitable names to express the new concepts given us by modern scientific discoveries. For verbs, being active, would seem to better define and enable us to feel the truth of the new discoveries in terms of personal experiences, and we all know that it is important that a feeling for a concept must accompany the concept if we are to learn. Otherwise we are merely "walking encyclopedias" or "trained automatons," a state of being which the "educated person" naturally wishes to avoid as he hopes to have more to contribute and enjoy than such.

This question of notions and prejudices is a problem in itself, but probably we all agree in theory that criteria for any type of teaching should have a scientific basis both as to its facts and its principles. I am now ready to propose and maintain that the facts and principles underlying structure are of equal importance to those which underlie physical hygiene or mental

hygiene. If physical hygiene and mental hygiene have a place in a field which professes to teach physical education, certainly structural hygiene must also have a place.

How can the instructor be fully adequate to teach skills, sports, or any physical activity without not only knowing the facts in regard to the structure of materials which compose human bodies and the forces which affect them, but also having an understanding of how materials and forces *behave* in relation to one another, —as examples: the cell under chemical force, or the human spine under the opposing forces of gravity?

Furthermore, how can any hygiene be established in a human being without all the scientific facts possible to obtain about the functions of the materials and interacting forces which biologically, chemically, and physically affect this intricate and complicated machine? If we undertake to aid a person mentally maladjusted, we analyze that person from the standpoint of chemical and glandular balance as well as from the standpoint of social adjustment or personal problems. That is, physical and mental hygiene inevitably overlap and it is important for us to realize this as we try to reestablish the joy of natural living to maladjusted individuals. The same is true in the structural field. Comprehensive analysis is necessary.

The Factor of Equilibrium

In dealing with the human organism in terms of physical and chemical science, Pavlov says, "Every material system can exist as an entity only so long as its internal forces, attraction, cohesion, and so forth, balance the external forces acting upon it...As soon as this equilibrium is seriously disturbed the organism will cease to exist as the entity it was." The human body, then, represents a balance of forces. And we cannot disregard any scientific principles which concern these forces if we assume the role of educating a human being, and if we have the courage to change his behavior as an entity or the behavior of any of his parts. In addition to the physical and chemical balances we have, undeniably, the psychological and the mechanical to consider, and carefully too, if we are to safely venture to interfere. We must never lose sight of the fact that the human being is a *unit,* a community of interests. We must consider all factual aspects if we would improve bodily balance and intelligent control.

The Teacher's Approach

Structural hygiene, to be worthy of its name, must prepare the teacher in a knowledge of the materials of the human body and their functions in the light of structural design, of the forces which these materials must resist and in relation to which they must seek equilibrium.

We must look upon the teacher as a structural engineer, conversant with facts and able to apply principles of weight distribution in the human body as would the engineer in constructing a bridge or a building. The engineer speaks of a structure as a "device for carrying loads at predetermined levels." Is not the human being just this also—a device for carrying loads at predetermined levels, but with an added grace of God, the capacity and freedom to move those loads according to his fancy? This is really a tremendous asset. For if his fancy accords with accurate knowledge of natural balances his imagination will motivate his numerous weights in an orderly mechanical action with resultant reactions. Weights mechanically balanced automatically travel the shortest and easiest route possible through the structural axis to the base. This is nature's method of eliminating strains and economizing energy. On the other hand, if fancy builds up false interpretations of bodily facts through the inhibiting influence of moral or aesthetic notions or prejudices in regard to fixed positions of bodily parts, many added strains and tensions will tend to impede free mechanical interplay. *Once we recognize that weight-bearing in all parts of the human economy is the fundamental, though hitherto neglected problem, we will concern ourselves with the essentials which enter into it.* We will now consider some of these essentials.

Materials

It is of primary importance to realize and to teach that bone is the material which should mainly be relied upon to support the various weights at their "predetermined levels." For example: the head upon the atlas, each pair of ribs at the vertebral attachments, lumbar vertebra upon the sacrum, acetabula upon the femora, and so forth. Again, muscles, fascia, and other soft tissues involved in the moving of bones, when not engaged in motion, should remain as free from the support of weight as possible. In other words, their *moving* function rather than their *holding* function should be emphasized in the interests of economy. A careful study of the problem from this standpoint is very intriguing and will give us a hearty respect for nature's materials and nature's methods of energy conservation.

Forces

Another essential which will greatly concern us is a consideration of gravity. Gravity is a term known to all people but tangible only to those who appreciate the incessant attack and the incessant defense incorporated in its law in the struggle for equilibrium. For example: we have to realize that the pressure upward at the ankles and at the thigh joints is exactly equal to the weight that is travelling downward through them. The realization of this fact ought to give us a heightened appreciation of the dynamic problem with which we are dealing. Nothing is really static. Actually every particle is in motion. "Everything flows." Our adjustment problems are therefore always dynamic, never static, and are always in terms of rearrangements; never in terms of positions or fixations of parts.

When we fully grasp this idea we will learn to respect the two prime mechanical principles underlying this energy-saving economy. These are: (1) the nearer to the center of the structure the different weights may be supported, and (2) the nearer to the base of the structure the weights may be carried, the less strain

there will be, because the distance through which these weights will have to travel to reach the *spine* (their supporting structure) and the *earth* (towards which they are travelling) will have been shortened. They will have travelled along a shorter and more direct route. The mechanical principles involved in better bodily adjustments are: weights at center, that is, maintained as close as possible to their places of attachment; and weights as near base as possible without sacrificing the height of the structure, that is, the length of its axis.

Psychology as a force and as an influence in behavior is now generally recognized, so that the psychological principle involved in better bodily adjustment might be stated in these terms: "We cannot think a thought without a muscle change." Therefore our thinking is of supreme importance in our behavior. Thinking is an act of the whole man and affects not only the whole man but individual parts, both near and remote.

Experience has led me to the belief that too few people are realizing to the fullest extent the significance and importance of this and its far-reaching effects on every structural element involved within the human being. Our voluntary use of the structure, or the postural aspects of its materials, is psychological and the sooner we fully realize this the better. Are we, for example, still thinking in terms of position, of fixity, or in terms of balancing—*dynamic balance*—when we approach the problem of so-called *"posture"*?

When we get a realization of the concept that everything in nature moves, flows, and is in constant struggle to attain equilibrium, is not this thought going to do something to our ideas in regard to "position" or "posture"? We will then realize that our weight is a force and that every movement of our body is "a toppling" in the direction of movement, not only of the body as a whole but of every individual part which is moving away from its seat of attachment or returning to it. Each pair of ribs is moving away from its vertebra, each vertebra toppling from its neighboring vertebra, the fifth lumbar from the sacrum, the head from the atlas. And, when we look into the matter we will find that the main factors which prevent us from measuring our lengths upon the floor are: (a) the upward thrust of gravity, which continues to support its load until the centers of gravity of the toppling weights have left the middle thirds of their supports; and (b) such control as restricting ligaments and gripping muscles can maintain. There would be no motion if all weights were actually in equilibrium. All motion is a struggle of parts, and parts of parts, for equilibrium. We do not measure our lengths upon the floor simply because man controls his balance and his balances in part. But he does not control them as perfectly as his conceit leads him to think.

The Factor of Control—Direct Versus Indirect

If we consider the intricacy of the problem of motion we will understand that our direct control has really little to do with the effective movement. The pattern of movement consists of many small parts moving definite distances in space in a scheme perfectly timed and with the exact amount of expenditure of effort necessary to cover the time-space movement. These delicate, accurate, and intricate regulations are made in the substrata of consciousness,—that is to say, below the "threshold of consciousness." As Pavlov states, our "perpetual equilibration is carried out almost exclusively by reflexes."

How many of us could control and measure the time-space-energy requirement necessary to determine, for instance, the exact distance covered, the exact time taken, and the exact muscle and nerve power needed to tuck with our tongue, pieces of meat under the right teeth and then to return in time to catch the piece of bread just ready to be dealt with in the same way but, please note, with a slightly different degree of energy needed? These are problems which we must consider when training our imagination to assemble known facts about its known forces in order to improve in the technique of managing our bodily parts.

When we begin to meditate on the human body and upon the problem of corrective education, not only in the light of pure mechanics but also in the light of what we know of psychological factors of body control, a very definite change should take place in our thinking and this in turn will affect profoundly our aims, our methods, and our techniques. The matter of aim or goal is significant. Aim, method, and technique are a cooperative affair, each affecting and affected by the other, and all responsible for our results. Essentially they are an ideal, a way of reaching it, and an effort or motion towards it. These three elements enter into every accomplished activity, whether we are conscious of the fact or not. Pedagogically we are all fully alive to the effect upon behavior of mental concepts and emotional attitudes. We try to make this function in all of our teaching. I wonder how many teachers are aware of the fact, and are making conscious use of the fact, that such concepts and attitudes are always, and in everyone, creating changes in behavior not merely in the external expressions of the body, but also in the *internal arrangements and relationships* of muscles, bones, and nerves?

These factors—mental concept, and emotional-make-up and attitudes—as I have mentioned before, are undeniable forces which we must study and guide if we are to maintain balanced behavior of bodily parts. So important are these that we can scarcely over-estimate their influence, not only upon the teacher himself but upon the pupil whom he would help. The teacher's own philosophy influences everything he does in dealing with a problem of maladjustment and also influences the kind of responses which will follow on the part of the pupil. It has almost everything to do with the result which will follow. In other words, thinking and movement act and react upon each other. "As we think, so we are." As we get the pupil to think, so he will become. Body corrections and posture patterns or structural arrangements are indisputably psychological and we should make more valuable use of this fact. We are not alone "physical," not alone "mental," not alone "structural," but all three.

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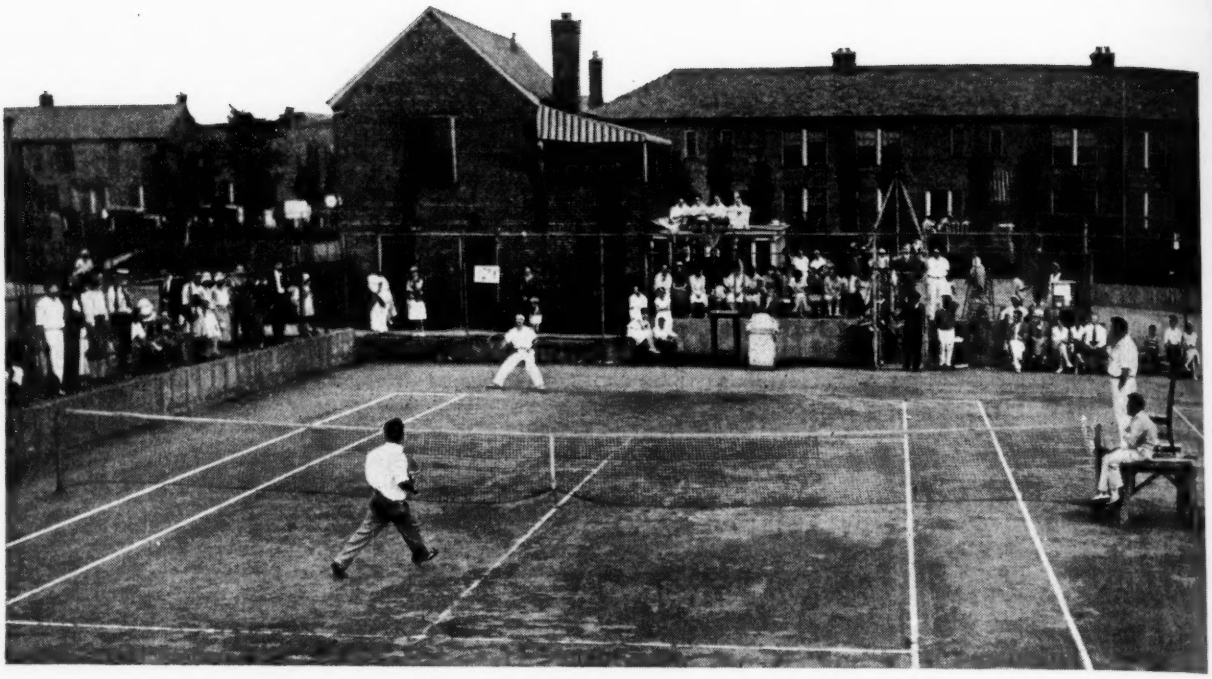


Tennis interests spectators as well as players at Sunnyside, L. I.

"The Gift of Land Is the Gift Eternal"

By
LOUIS C. SCHROEDER
Field Secretary, National Recreation Association, New York City

A RECENT study conducted by the National Recreation Association in numerous communities throughout the United States showed conclusively that child health, safety, and moral growth are fostered by playgrounds and recreation centers under competent leadership. This was based upon the examination of many statements made by judges, police officials, school superintendents, probation officers, business men and parents. A considerable portion of the data obtained was through interviews by a special representative of the Association in a group of mid-western cities. Many of those interviewed emphasized the necessity of more playgrounds and playing fields so that children and adults might be served more adequately. Others called for the extension of facilities, during the period of industrial depression, for young people out of school and without employment.

The population in our American cities has been increasing by leaps and bounds, and space in practically all of them is at a premium. New playgrounds and parks for the congested areas are obtained only at exorbitant figures. With such a situation existing we must look out on the periphery of the city for space and secure it while it is still available. Tomorrow it will be too late. We must profit from the experience of our predecessors in providing better communities.

The key to this solution is to be found in the hands of the real estate subdivider. It is he who has the large tracts of land for development. It involves no sacrifice on his part to set aside a certain percentage of this subdivision for recreation purposes. The late William E. Harmon of New York and J. C. Nichols of Kansas City, the largest developers of vacant lands in the United States, made it their practice to set aside space for parks and playgrounds. They have found that it is good business practice to do so. Others have followed their example.

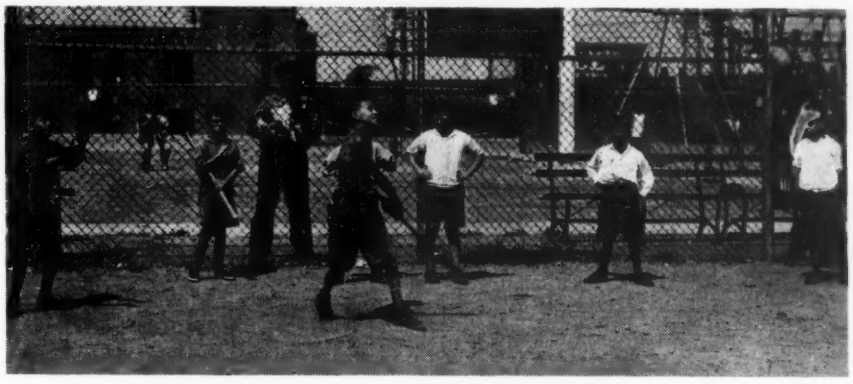
Late figures show that recreation areas are a permanent part of 527 real estate subdivisions in 258 cities throughout the United States. This number has been doubled within the past three years. There is every indication that the number of recreation areas in real estate subdivisions will increase even more in the future. Playing space has been set aside in small developments as well as in the large ones. Playgrounds are now to be found located on many apartment house properties.

Ten per cent of the total area has been the figure agreed upon by authorities as the minimum amount which should be reserved for recreation in a community. Much depends, however, upon the size of the subdivision, as it is far easier to set aside more area in the large subdivision for recreation purposes, than it is in the small subdivision. One should consider the sur-

rounding environs as to whether municipal golf links, parks, and children's playgrounds are accessible.

"In America we have generally accepted five types of playgrounds. The *play lot,* of which there should be one in every block, is used mainly for children of pre-school age—size 6000 square feet. The *neighborhood playground* should consist of six to ten acres in every quarter mile. The *district playground* should consist of about twenty acres in every mile; and there should be one *recreation field* of not less than thirty acres for every fifteen thousand inhabitants, as well as a *recreation park* of not less than seventy-five acres for every fifty thousand of the population of a city." (Ernst Hermann. HEALTH AND PHYSICAL EDUCATION, June 1931).

There are roughly three kinds of procedure so far as administration of the recreation areas in real estate subdivisions is concerned. One is for the owner to deed the recreation area outright to the city in perpetuity. This involves the area being there for all times. Another is for the developers to form an association of property holders to administer the play areas. In this second plan there is usually a restriction placed upon the property for a term of years—twenty or twenty-five years. At the expiration of that time the matter comes up before the property holders' association and a vote is taken as to the disposition of the area for the next term of years. A majority vote usually decides the question. The third method of procedure is where the title of the area set aside is vested in the owner of the subdivision. He does as he sees fit and may donate it either to the city or to the property holders, or may even subdivide it and build homes. Wherever it is possible and conforms to the Master Plan of a city it is best to donate the recreation area to the city to insure it being there for all time.



"A Homer!"

It is obvious in the spotting of these play areas that they must be located so that they conform to the comprehensive city, or master plan. The number of cities having planning boards is rapidly increasing. In many instances planning engineers assist the real estate developer in the placement of the recreation areas. Where there is no Planning Board they can confer with some city planning engineer or the park or recreation superintendent of a city, to make sure that the proposed space fits in with the community scheme of recreational facilities.

The idea has been acclaimed by prominent real estate officials throughout the length and breadth of the land. The leaflet "Recreation Fundamentals in Real Estate Developments" has been signed by about 1500 individuals. Numerous city planners, engineers, landscape architects, members of service clubs, Legionnaires and other community leaders also have signed the statement. The National Association of Real Estate Boards, the American Federation of Labor, the Federal Council of Churches, the National Safety Council, the American Legion, and the U. S. Automobile Chamber of Commerce have endorsed and are aiding the movement.

Prospective property owners are going to be more insistent in the future in their demands for adequate playing space for their children and recreation areas for themselves. That there is a marked movement already well under way can be seen by the number of real estate ads in prominent journals that feature recreation in all forms. Some builders are adding recreation rooms in the homes. Others are placing playgrounds on the flat areas, while others on a more elaborate scale are including golf links, bridle paths, swimming pools, playing fields, and playgrounds.

Foremost amongst all experiments being carried on in the United States is the so-called city of the "motor age" at Radburn, New Jersey. Ample provision has been made there for the recreation of all its dwellers. The child is protected from automobile accidents. While going from its home to the school it is not necessary to cross a single street. When the child does come to a main arterial highway it goes through an underpass. The worries of the parents practically cease when the child leaves its home for the school. Every opportunity is being given for the youth to develop in a healthy and normal way.

The practice of getting from twelve to sixteen lots out of an acre will soon cease. Plats that do not show sufficient space for recreation will not be accepted by planning boards. Well-planned communities produce a fine citizenry. All honor to those far-seeing developers of homes who have taken a personal interest in making their subdivisions more livable. The spectacle of house crowded upon house, without a foot of ground saved for public use, so common in many cities today, is doomed in the light of the new knowledge and feeling of civic responsibility among the developers of our communities. The town of tomorrow promises to be a happy combination of dwellings and open spaces, the latter forever protected from encroachment.

All those who are promoting the cause of physical education and recreation may be of help in bringing this question of recreation areas in subdivisions to the

(Continued on page 57)

Trends in Physical Education

By

JAMES EDWARD ROGERS

Director, National Physical Education Service
Secretary, Department of School Health and Physical Education of the N. E. A.

SINCE 1890, every ten years has marked a new emphasis in the program of physical education.* Up to 1930 we have had five distinct traceable trends in our profession.

I.

From 1890-1900 the stress was on drill, marching, calisthenics, setting up and sitting down exercises and apparatus performance. We were devotees of "systems." The technique was usually formal and the activity was conducted "en masse" and according to counts of 4, 8, 12, etc. We were all doing the same thing at the same time with the same precision. Form of performance was the outcome desired. There were splendid emphases in this gymnastic program, namely stress on the need for organic development, for neuro-muscular skill training, and for bodily symmetry through anthropometric measurements. The characteristic of this period was large classes formally conducted according to the day's order. Drill and exercises dominated. There were many reasons for all this—for instance, the lack of facilities, space, and time allotment. It was impossible to develop an all-round adequate program in accordance with individual needs and educational procedure in view of the limited means given us by the educational administrators. Yet considering all the handicaps and the limited vision of the program, excellent work was done.

Today there are still a few places that carry on nothing else but just this type of program. They are still living in the 1890 period. They have not felt the influence of the other trends that followed every ten years. In brief, they did an excellent job in one part of the program but have failed to learn and grow.

II.

From 1900-10 came the *athletic* emphasis and it is still with us. Colleges and schools rushed into a strenuous athletic schedule. Athletics dominated the program and everything else was neglected. The gridiron activities took the place of the gymnastic interests. The coach was enthroned and enthralled. The gymnastic teacher took a back seat. The program became largely one of games and sports and was devoted to the varsity teams and high powered competition. Even today in many states and whole sections of the country, athletics is the only type of physical education given and it is given unfortunately to a very few. If you ask some principals if they have a physical education program they reply, "Oh yes, certainly, we won the state basketball tournament last year." You ask another, "Have you a trained physical education teacher?" and he replies, "Oh yes, our coach was the best right half-back on the ——— college football team."

So today we find many places where this athletic trend is still the only type of program presented.

The emphasis of 1890 on neuro-muscular skill training is neglected and certainly there is a place in any physical education program for both the 1890 and 1900 brands. We need definite teaching of organic development and body control. Youth also needs the lessons in emotional controls and social behavior that come through participation in sports. Adolescence must test itself under violent emotional strains as to how best to keep its temper, to obey the rules, to keep faith with team mates, to play fair, and to live clean. These are all great educational objectives and have character building values. Certainly we must preserve the athletic stress as well as the gymnastic emphasis. Sports teach many a fine lesson for the game of life. The athletic field becomes a classroom as important as the academic recitation rooms, and a laboratory as significant as those of physics and chemistry. However, a school program of physical education devoted entirely to athletics is inadequate because it usually reaches only a very few. Its activities are really only a part of an all-round physical education program.

III.

From 1910-20 we have another trend in the program, namely, play and recreation. In 1906 the National Recreation Association was founded and by 1910 its great educational campaign was effective in stressing the idea of mass participation. The slogan "A game for every boy and girl, and every boy and girl in a game," was enthusiastically received. These ten years present a period devoted to a rapid growth in the intramural programs; to the idea of extra-curricular schedules; to the encouragement of after-school play and

* Address delivered before the Department of School Health and Physical Education of the N.E.A., Los Angeles, July, 1931.

mass participation as against varsity participation. Schools began to develop many teams in many sports. The "dubs" now had a chance in the sports program. This stress was a very healthy antidote to that of 1900. One of its main educational contributions was the idea of teaching play habits and sports skills for the wise use of leisure time. One of the cardinal principles of education is to train for the wise and wholesome use of leisure. Youth must be given the proper attitude, habits, and appreciations in their play and recreation, that they will carry over as hobbies and interests in later life.

However, just as some cities today live in the period of 1890 and have only a limited gymnastic program and others are still dominated by the athletic emphasis, neglecting everything else, so some people have become so enthusiastic of the play and recreation in the public schools that they have scrapped many of the good things of the 1890 and 1900 brands. The organic and skill development that comes from careful gymnastic teaching and the character building lessons in clean living and emotional control that come from competitive athletics are forsaken. A good program should include all three: a good gymnastic program, a good athletic program, and a good play and recreation program. One type of program will not suffice if our curriculum in education is to be a well balanced way of education.

IV.

In 1920-30, during the past ten years, the health education stress in our programs came with a bang. Many of us are still immersed in this tidal wave. It has been a most powerful emphasis because of the great interest in health. There is perhaps no interest in human life that has so many organizations with so many millions of dollars concerned in the promotion of health education. Schools have plunged into the health education programs. We are flooded with literature, charts, graphs, and posters. New series of text-books seem to appear every day. It is almost impossible to keep up with the current literature and publications.

Generally, throughout the country, physical education has become the administrative unit of education responsible for both health and physical education. The departments are now called Health and Physical Education. Therefore physical educators must become well trained health educators if they are to function this program adequately. Health education has had a beneficent influence on the physical education program. We began to ask some very pertinent questions as to what effects our activities were having upon the health of the students. We have analyzed our activity programs for their health content and outcomes. We now see the value of health examinations for the classification of students according to their individual needs. This health education emphasis has been most wholesome and timely because it made us rearrange our objectives and aims. However, some of our people have been swept off of their feet as in the case of gymnastics, athletics, and recreation, and their whole program is largely devoted to health education, so that the activity program is neglected.

We know that with growing children, especially in the elementary and junior high school ages, the need for outdoor big muscle activity is most essential if they are to grow and develop. Activity is both the bread and breath of life to growing youth. They must have it if they are to have normal human bodies.

In some cities over the country the good programs of 1890, 1900, 1910, are forgotten in the enthusiasm for hygiene teaching, for health examinations, for posture training, and for correctives. The work of the doctor, dentist, and nurse becomes most important. The health inspection becomes an activity, a means and an end in itself. Here again, however, we must remember that health education certainly is most important and should be stressed, but that it too is only another part of the complete program concerned with the physical welfare of our boys and girls.

V.

The fifth trend appears strongly in 1930 and for the next ten years undoubtedly will be the main emphasis in our profession, namely, the educational trend. We are now stressing the noun "education" and not the adjective "physical." So in physical education today we see trends for making our programs and procedures conform to educational theory and practice. We are a field in the administration of education. We are a way of education in the school curriculum. Our programs of gymnastics, stunts, games, plays, rhythms, sports, are all tools of learning that are means and not ends in themselves. The physical *trainer* is one who makes the activity an end; the physical *educator* is one who makes the activity a means to get educational outcomes. We know that reading, writing, arithmetic, history, and geography are simply tools of learning. Spelling is not education. It is a means to the appreciation of such literature as that of Robert Louis Stevenson, and then it becomes education. We are trying to conform to the best in educational philosophy and psychology. We are being tested by educational administrators according to educational standards. We are being asked to put more education into physical education. We are talking more about aims, objectives, and outcomes than ever before. In brief, the trend for the next ten years will undoubtedly be placed upon the educational content and value of our program.

Therefore, a well-rounded, balanced, complete program would include all these five trends. Our trouble is that some people specialize. An up-to-date school program must include the best of the different brands since 1890. The organic development and neuromuscular skills must not be neglected. The character building lessons of life taught on the gridiron must still be promoted. The teaching of play habits for the wise use of leisure by everybody is most essential to our modern industrial civilization. The need of putting health content and aims in all of the school curriculum and program is most essential if youth is to sur-

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Vol. II **OCTOBER, 1931** **No. 8**

New Plans and Old

DURING the coming year the editorial opinion of the JOURNAL will be enlarged by signed editorials of the various contributing editors. There are so many varied interests in the field of health and physical education that specialization is necessary in order to get expert opinion on all of them, and the new plan should keep the readers of the JOURNAL well supplied with pertinent thought relative to current and future trends in our profession.

Another innovation will be a series of articles on the various organizations throughout the country which are affiliated with the American Physical Education Association and which have interests in common with our organization. These articles will state the origin, history, purpose, and program of the respective organizations. The idea has been suggested by the many requests that have come to the Editorial offices seeking information of this nature.

The JOURNAL will continue to publish for its readers the outstanding addresses given at the National and District Conventions. In addition, a number of important committee reports of the A.P.E.A. will be ready for publication in the near future. The JOURNAL will continue to welcome unsolicited contributions from its readers. Illustrated articles in particular are desired. Naturally, all the articles that come in cannot be published even though in some cases the article in question may have decided merit. Play days and Intramural Athletics are two subjects that have been favorites with our contributors; yet it is difficult to publish many of these articles because so much of the subject matter is repetitious.

Often, too, the publication of excellent articles is delayed because a number of articles on that particular subject have already been accepted. Last year this was especially true about articles on swimming. The JOURNAL tries to balance its material so that all readers, no matter what their special interests—whether administrative, health, gymnastic, athletic, corrective, or recreative—will find something of interest and help to them. Consequently, each issue attempts to present a balanced group of articles. At the same time, it is most important to include certain other articles relating to the philosophy of physical education which should be of concern to all readers no matter what their special interests.

The size of the JOURNAL will be the same. In this respect our readers should remember that they they can "do their bit" by patronizing our advertisers whenever possible and also by helping to secure new members. Our advertisers have been very loyal to our Association in these times of serious depression, and all things equal, they should receive our preference when the opportunity arises. The JOURNAL's future growth in size and value to our readers will depend upon our building up and holding a large advertising clientele. The readers will then be repaid in an increased number of pages of reading matter.

Despite the business depression and the attendant sacrifices that teachers are being called upon to undertake, the number of our subscribers is more than holding its own. We attribute this success to two causes: first, that teachers in general are more serious toward their work and anxious to keep professionally advanced in regard to leading educational thought and procedure; and second, that city and college administrators have responded with enthusiastic cooperation to a call sent out to them early this fall asking their assistance in building up our Association memberships. The increase in teacher and student members has already been apparent as a result of these efforts.

And, finally, the Association wishes to be of utmost help to its members and will continue to welcome requests and suggestions from them.

Should Teachers Teach?

HERE and there voices are beginning to be heard, as to how far it is safe to let education be governed wholly by the *interest* idea, and also how justified we are in casting *discipline* into the discard. Supposedly, we are aiming to teach how to live; but is life that way? It would be monotonous if it were.

Likes and dislikes make up a balance that keeps us alert. Learning to dislike certain things or situations that are not for the best even though we like them, and learning to like things and situations that are for the best even though we do not like them, must still be accepted as a safe road to a full and intelligent life.

The little boy who asked the teacher, "Gee, teacher, do we have to do today what we want to?," gave expression to the willingness to be taught new tasks even though they may not at first be pleasant.

Our particular field also needs to take cognizance of the warning not to sacrifice everything to whimsical fads. There seems to be a fear—or might it be inability?—on the part of many of our teachers to be caught TEACHING. All they want to do, or possibly know how to do, is to set up SITUATIONS and then merely launch the children in that free-for-all spirit of "try and get it." There is one branch in our particular field where we have not dared to do this, and that is

swimming. We do not throw the pupils overboard into the "SITUATION" and then watch them struggle. If we did they would yell for help, which they hardly dare to do in other fields of education. It is a common sight in visiting gymnasiums and play fields to see a turmoil under just enough supervision to prevent riot.

Yes, there is a new method of teaching, but the emphasis must still be on teaching—a kind of teaching that will lead to liking a thing which, upon introduction, may be negatively adjudged; a kind of teaching that will still keep alive respect for order and righteous authority. After all, we claim that technical achievement is not our chief objective, but a medium for other worthwhile traits of life; that we are interested in education in play and athletics, rather than in play and athletics in education. Well, these heralded outcomes do not "just happen." Teaching is still the vehicle for their achievement.—By *Carl L. Schrader, Supervisor of Physical Education, Massachusetts.*

Putting Variety Into Play Days

THE much-discussed "play day" may be a reality or it may be an unreality, but we must not think that it is the answer to all of our athletic problems nor the panacea for all ills. Those of us who are enthusiastic about play days do not believe this, but in our great interest in this form of organization, it seems possible that we have so emphasized their value that people have come to believe they are being recommended as the only form of athletic competition for girls. The play day is a gala day, a visiting or an entertaining day, and an incident in an athletic program. The program of sports and games which really counts and which provides real competition, and just as much competition as you wish to stimulate, is the well organized intramural program of a school or community. A real leader and organizer, an inspirer, can make such a program vital in the life of an adolescent girl and can procure such values from the program that the question of inter-school games will sink into unimportance. Such a program will actually reach the many and will provide for increasing interest from year to year, with all the subsequent benefits which are the results of skill and interest in one or more athletic games.

The values to be obtained from the inter-school program will then be reduced to those social values secured by the girl in visiting another school or community and making new acquaintances. True, she may not have met all the girls in her own school, but we will grant that this is a broadening experience. This is where the play day comes in. It gives more girls this educative experience, and if the teams organized for the play day are "mixed" teams, it provides a thrill for the girl, not only in meeting other girls, but in actually learning how she can adapt herself and her game to them and their game. She enjoys playing with them in a real cooperative enterprise. Perhaps another year, this same school would enjoy organizing a play day so that many teams from the school compete against the same number and type of teams from the other school. And why not? Such an experiment would be interesting and perhaps valuable, provided the same set-up was not continued season after season or year after year. Under the latter conditions, the play day would contain many of the elements of a scheduled series of games between the same schools each year. The desire to win over one's traditional rival would be uppermost, the best possible players would be chosen for that achievement, and time would be given to coaching those picked players for this purpose.

Let us keep play days varied. There are many types of organization possible and there are many different schools and groups from which to choose one's playmates. Let us, however, always think of the organization for competition which runs throughout the season and throughout the year on the intramural plan as the most important and valuable part of our athletic program.—By *Florence A. Somers, Sargent School of Physical Education, Cambridge, Massachusetts.*

Objectives

"TOMORROW to fresh woods and pastures new."

This, the last line of Milton's beautiful poem, "Lycidas," speaks the author's resolve to try larger themes. Physical directors, too, have the forward look, grow restless in their "outgrown shell" and desire broader fields of activity and service. If we were asked to suggest a sure formula that would both stimulate and control an enriched personal and professional growth and lead our teachers, as it has led many of them, into "fresh woods and pastures new," we should say unhesitatingly, "Study the educational objectives of your work, set up specific objectives, show honesty, intelligence, courage, sympathy and industry, and 'all things shall be added unto you.' "

We have abundant curricular materials. We understand the technic of class and activity organization and the use of material equipment. We have all the tools needed by the physical education technician. Our problem lies in understanding clearly the educational implications of large-muscle activities and in adopting specific educational objectives which shall govern all programs, policies, technics and devices. No questions relating to activities, methods, equipment, organization, administration, records, or progress can be answered intelligently except in terms of their relations to educational objectives. It is therefore obvious that we must know specifically what our objectives are—and what they are not.

Certain specific, desirable outcomes of physical activity programs have been presented to physical directors for achievement. The reconstruction of their programs, the redirection of their interests, the new interpretations and problems and the challenging of former methods and policies, with these more definite goals in view, are leading many directors into new and engaging fields of thought and action. How incomparably better it is "to seek the newer world" than to grow stale in the traditional routine of past decades!—By *W. W. H. Mustaine, State Department of Physical Education, New York.*

Prepared by a Committee of the A.P.E.A.

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A Symposium of Preventive and Corrective Physical Education

Dedicated to the Memory of Lillian Curtis Drew

PART V.

Games and Recreation in Corrective Classes

IN any program of corrective and preventive physical education we must not overlook the value of games and sports. Many games are adaptable to a corrective class when strenuous competition is avoided and good body mechanics are not neglected. Rightfully placed and properly used they keep the interest of the class from lagging and motivate certain parts of the class work. They also bring out the recreational value of the work which we are sometimes apt to overlook.

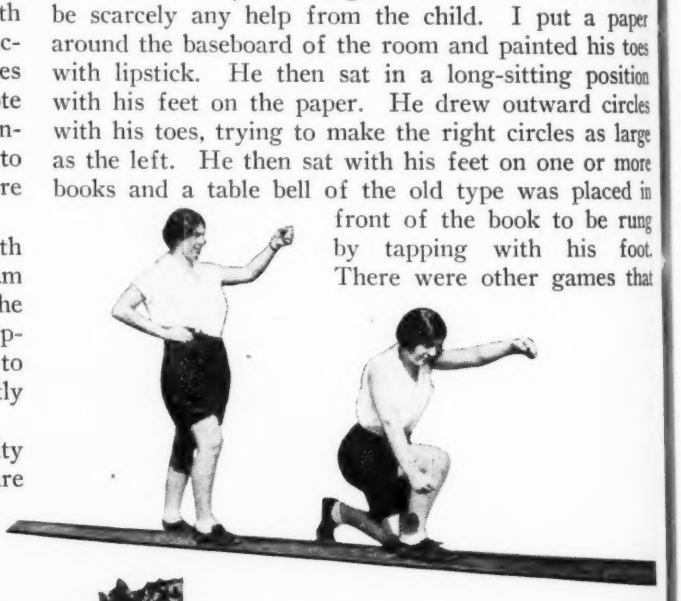
However, in a corrective class we are dealing with students who are unable to do average physical activity and athletics. They especially need exercises which will develop the muscles of the body, promote strength and skill in body movement and improve general physical conditions. Without these essentials to health, interest and success in games and sports are likely to be lacking.

Students who are seeking to improve their health may prefer exercises rather than the sport program for they feel they get much more benefit from the specific exercises given for their individual needs. Opportunity and facilities should be provided for them to carry out such a program until they are sufficiently improved to take up a sport program.

For those students who have mild cases of disability for which they receive as much benefit and pleasure from a sport program as they will from an exercise program, a sport program can be safely carried out from the beginning.

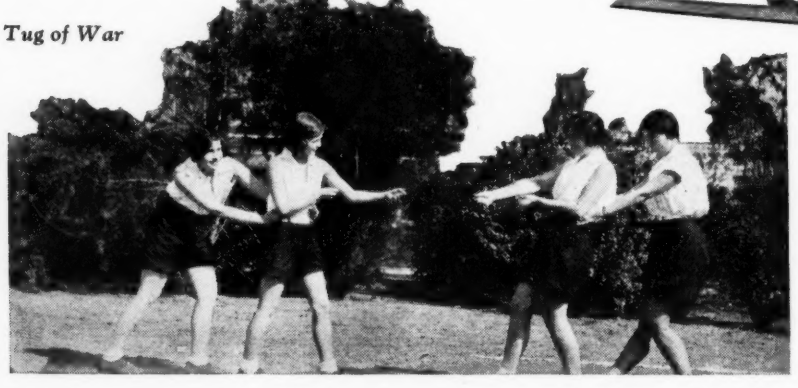
Games and sports are excellent as a carry-over activity into later life and should be taught when the student is physically ready for them.

To introduce the game element to be used by corrective classes the committee uses a personal experience of one of its members—A feeble-minded child had a relaxed, uncontrolled right foot, over which he was constantly tripping with his left. An orthopedist sent me to him to try to strengthen his foot. There could be scarcely any help from the child. I put a paper around the baseboard of the room and painted his toes with lipstick. He then sat in a long-sitting position with his feet on the paper. He drew outward circles with his toes, trying to make the right circles as large as the left. He then sat with his feet on one or more books and a table bell of the old type was placed in front of the book to be rung by tapping with his foot. There were other games that he liked, but these two will give the idea. The result was that the muscles began to be much stronger. Several attempts were made upon other patients, giving them something to do other than stereotyped exercises, for instance, opening and closing curling tongs. The results were good.



Washington crossing the Deleware

Tug of War



When the corrective classes were first started it was necessary, because of the reorganization of the program in Pasadena, to take care of large numbers of girls in corrective classes in a small room. At that time, half of the class was assigned to the corrective room to do a series of corrective exercises similar to the Daily Dozen (See September, 1931, HEALTH AND PHYSICAL EDUCATION) now used. The other half assembled in my office where they sat on the carpeted floor. I spontaneously began to sing an old Cape Cod fishing song suggested to me by the position in which a foot exercise was being taken. Ever after the girls insisted upon this song with that exercise. Rhymes naturally followed. The group changed at the end of half a period. Soon it was decided that more benefit might be obtained out in the open air and sunshine. Some days part of the period was given over to individual games. Other days the class was given exercises in a group.

Whereas it would have been better to have started my day's work in a recumbent position, it could not be done on the front lawn of the school, which happened to be the lawn in front of the corrective room. Instead, the tilted balance boards were taken out of doors, and with the best possible standing position that could be attained the groups worked there. There was a little portable organ that helped some. To insure a correct head position, head boards were used. The class was so large it was impossible to see all of the girls at once, but if the head board fell off the girl and teacher knew that the head had fallen from the correct position. A whole period of standing exercises was too fatiguing, hence posture games and balance board games were used. Such good results were obtained and the games were so greatly enjoyed that, when a new building with new corrective quarters was built, this method of teaching corrective exercise was continued.

Assuming then that a muscle is activated as much by a game as by an exercise, it has been found that games provide additional values. The girls laugh and relieve the monotony of the same exercise day in and day out. Girls especially like rhythm and with the younger girls the joy of competition is added. From the writer's experience it could not be said that games are as popular in the upper division as in the lower. The older girls realize what the exercises are supposed to do for them and are willing to peg away until they get results. There are a few games they do like. For instance, "Jenkins Down." The supreme test of the popularity of the rhythms is manifest when it so happens that the instructor is forced to leave a group in charge of a student. She returns usually to find the exercise being done by a song or rhythm.

At the outset the girls took pride in creating games as this was a new project. Dr. Lowman came occasionally to check over the games for their corrective value. He sometimes became so interested in the games that he forgot why he was visiting the class and cheered for the winning team. One advantage of having girls work with the teacher on this program was that they soon discarded games that seemed to go slowly. Dr. Lowman was responsible for the film given to us by the Thomas Ince Motion Picture Corporation. He took the film around the country and it stimulated considerable thought along the lines of group corrective exercises and games. Methods and games in Pasadena have undergone many changes since the picture was taken.*

Many teachers who have tried games in their corrective programs have signified that they were able to obtain results. Every teacher uses her own ingenuity and her own methods in presenting the games to the class. Let us classify under corrective games everything we do that is at all pleasurable besides counting 1, 2, 3, 4, for an exercise. First we sing an old folk song as we twirl our feet. Sometimes we open the day by singing a modern song, "Give Yourself a Pat on the Back," because the psychology is good. Some exercises we do by rhymes, and the funnier the limerick, the more it appeals to the girls. Especially do they like—

There was a young lady named Rhoda
Who perfectly doted on soda
She drank so much fizz,
Though it's none of my bizz,
It's lucky it didn't explode her.

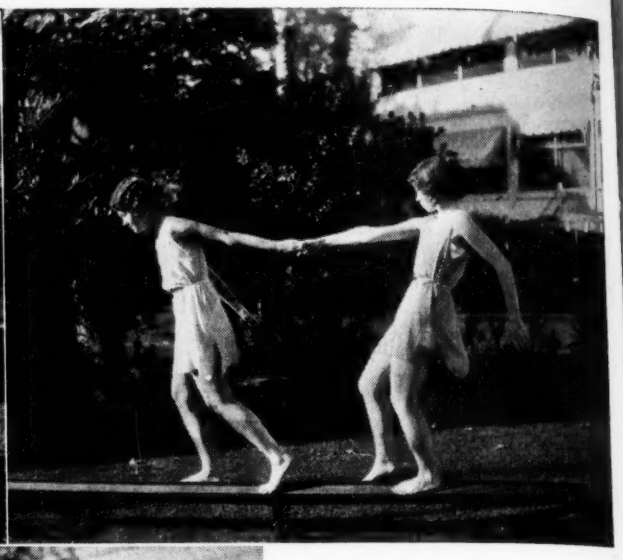
(Rhyme used for exercise for "Curl toes and let go.")

Then we use tongue depressors to activate the foot muscles. We have games that are listed on page 462 of *Corrective Physical Education for Groups*. In doing abdominal exercises where we do not wish the breath held, we count or sing or repeat rhymes. We also use the dropping of tongue depressors to music. Sometimes tongue depressor and jack games are used in competition by individuals working against a group, and sometimes two's working against other two's; thus the value of team work is added. Posture games are enjoyed more in the lower grades because, besides posture values, the games have elements of skill. When games require skill of balancing something upon the head or hand or in balancing the body upon the balance board, the game is slowed down and made available to heart cases. The attainment of skill is enjoyed in the grades. In high school a game is enjoyed as a lark at the end of a class, but most of them are too simple to be played more than once.

Games out-of-doors may be individual games such as croquet, archery, quoits, tennis, or clock golf. They prepare the girls for the enjoyment of mild games after leaving college. They have the advantage over hockey inasmuch as they never require a group to play them. Group games are given to the corrective classes when they meet out-of-doors. In an organized game such as Captain Ball, the success of the game depends largely upon the teacher and how well she understands her group. In placing the players, the running positions may be given to the posture cases and the circle positions to the heart cases. The grouping can be made

* This film is still usable. Its clothing is out of date and many improvements have been made but it can be obtained from the Orthopedic Hospital School of Los Angeles for the payment of expense and insurance charges and a small service charge.

Supplication



Reluctance

Sun Worshiper

STATUES ON THE BALANCE BOARD

quickly with no indication that the instructor has purposely placed a girl in exactly the right place for the amount of exercise suitable to her case.

Volley ball is within the scope of this class and has the advantage of being one of the games played by the regular classes. Baseball may be played occasionally, if not too much skill is attained and too much running done. But scrub is barred from the corrective classes because girls come too often to the bat.

During the dancing, some of the ideas suggested by Mrs. Morgan have been used. For instance, the Marseillaise is played and one member of the class steps to the center of the room and poses as the central figure of a group forming a statue. She usually feels the spirit of the music and raises an arm to indicate that she is carrying a flag. One at a time the others step out and form another figure of the statue — Spring, Summer, Winter are acted or posed. These positions on a flat surface suggested the possibility of executing them on the tilted balance boards in the nature of friezes. To "start the ball rolling" the instructor divides the class, assigning equal numbers to each available balance board and suggests subjects to be acted out. Taking two for example: Sir Walter Raleigh would immediately suggest a tableau in which two persons would be used, and Washington Crossing the Delaware would suggest George Washington and several oarsmen. Sometimes interest is stimulated by acting out charades with the other groups guessing the subject. Abstract subjects such as Love, Hate, and Despair may be posed showing much beauty and dramatic action. In some classes the results are not as good as they are in others where there may be several girls interested in dramatics. Suggestions are brought in by girls themselves and plays are acted upon the balance boards. One subject suggested by a girl was an Easter Cross with the entire class standing upon the boards. Series of positions might be enacted with the changes of position at a given signal.

The following may be dramatized:

1. Lincoln Freeing the Slaves.
2. Atlanta and the Golden Apple.
3. Tug of War.
4. Flight and Pursuit.
5. Faith, Hope and Charity.
6. In one class a group used two balance boards at once and gave a humorous interpretation of Noah and the Arc. Noah and his wife were followed by various animals walking two-by-two. This was pantomime, not a statue.

There are many possibilities suggested when once the balance boards are used for this purpose.

Games for corrective classes may be listed as follows:

1. Sports. Highly organized team games that are played jointly with regular physical education classes, or are phases of regular sports modified to meet the needs of the corrective classes. Team games with "hold-over" values.

2. Games of low organization—croquet, ping-pong, etc.

EASTER CROSS

Originated by Sarah Bridgman, a pupil

BALANCE BOARD I

Pupil 1 Hands over head.

Pupil 2 Hands resting on head.

Pupil 3 Arms crossed, hands on shoulders.

Pupil 8 Pupil 9 Pupil 10 | Pupil 11 Pupil 12 Pupil 13

BALANCE BOARD III **BALANCE BOARD IV**

Pupil 4 Arms crossed about waist.

Pupil 5 Hands on hips.

Pupil 6 Arms at sides.

8, 9, 10
Facing center. Right soft hip (or knee slightly bent.) Bend right slightly.

Pupil 7 Kneeling as in prayer.

11, 12, 13
Facing center. Left soft hip.

BALANCE BOARD II

Exercise: On signal all change to another designated position, doing all nine before the finish.

At the first chord pupils take arm positions designated on the chart. On the second chart, No. 1 takes the position formerly held by No. 2, and No. 2 takes the position of No. 3, and so on. Pupil 7 takes the position formerly held by No. 1.

No. 8-9-10 who first held right soft hip change at the second signal and alternate at each succeeding signal. No. 11-12-13 start with left soft hip and alternate.

3. Corrective games.

For complete classification of games see *Corrective Physical Education for Groups,* Lowman, Colestock, Cooper, p. 441.

A few games will be listed here. The games that are described have been most successful from the point of view of specific values and of popularity and interest. (Directions from *Corrective Physical Education for Groups,* Lowman, Colestock, Cooper. A. S. Barnes & Co., 1928.)

A. Sports—Organized Team Games

1. 6-hole Basketball.

Six three-foot circles are made in a semi-circle around the basketball goal, 15 feet in front, 10 feet and 5 feet on the sides. The players line up and take turns in attempting to shoot baskets, starting on the left side circle. Every basket made advances the player one hole and he continues to progress until he fails to make a basket. Two of the holes are marked "safety." If a player overtakes another player on a hole not marked "safety" the first player must return and start over again. The person wins the game who first makes the circuit of holes and returns to the starting point.

Boys and girls of all ages are interested, from 4th through 9th grades.

Value: not too strenuous. Holds interest of group indefinitely because of the basketball elements. Posture value: general (no bad points as jumping, strenuous running, etc.).

2. Volleyball Catch:

Field: A Volleyball court or a space the size of a Volleyball court.

Players: One team, A, represents the net and stands in a straight line in an area four feet wide. Half of the other team, B, stands on one side of the net and half on the other side.

Object of the Game: The object of the game is for team B to serve (or throw) the ball over the human net in such a way that the players representing the net cannot stop or catch the ball, and so that their own players on the other side can catch it. Team B serves (throws for younger children) the ball over the net (the team A, representing the net, may face either way, preferably face the side that is throwing). Team B serves (or throws) the ball so that their fellow team members may catch it. Each time the ball is served (or thrown) successfully over the human net and caught by team B, one point is scored. When the ball is not caught, but hits the ground, a down is made. Three downs put team B out and the B players take their places at the net. Team B is also out if team A is able to intercept and catch the ball as it is served (or thrown) over the net. Team A is allowed to step forward or backward in their four-foot area, which should be marked by lines, in an attempt to stop the ball. Ball intercepted but not caught by team representing net (A) counts a "down" for throwing team (B).

Summarizing, the team is out when the ball hits the ground three times (three downs) or when the opponents in the net are successful in intercepting and catching the ball. After an out the teams change places and the game continues.

Scores: Games may be played for 21 points, or the side with the largest number of points at the end of the period wins.

Boys and girls of all ages were interested, from 4th through 10th grades.

Value: all are active—reaching upward or serving or catching at all times. Not strenuous.

B. Corrective Games

(a) General Posture.

1. *"Ten steps"* or *"Beef Steak"* with posture element.

"Ten Steps" or "Beef Steak" is one of the most popular traditional games with children from five to fourteen years. The game has proven to be just as popular with the posture element added.

One pupil stands at the head of the group with his back to the group and counts ten. The group advances as the leader counts. The leader turns when she has counted ten, and sends any pupils that she sees moving back to the starting line. With the posture element added, the leader also sends any pupil back who has incorrect position of any segment of the body, as "feet turned out," "protruding abdomen," "head forward," "hollow back," etc. This element adds a great deal of fun to the game and trains the leader in powers of observation and also trains the group to think quickly in terms of correct standing position.

Interesting to boys and girls, grades 3-4-5-6-7-8-9.

Value: Teaches correct posture, develops observation powers of pupils.

2. *Exchange, with Posture Boards—Sitting or Standing.*

Pupils are numbered. They may be standing or "Cross Sitting" in rows, or sitting in seats. A teacher stands in front and calls two numbers (e. g. 16 and 24). The pupils with these numbers must change places and the leader tries to get a seat. All must keep the boards on the head throughout the game.

Interesting to boys and girls, grades 3-4-5-6.

Value: Correct position of head in attempt to hold head board in position. Other segments of body must also be held erect.

(Continued on page 58)

Do YOU Grade or Guess?

By

EVELYN SPINDLER

Oliver High School,

Pittsburgh, Pennsylvania

MANY books and articles have given you ideas and theories. This article is to be essentially a method which has been used successfully for a number of years. It is not startlingly new, just an arrangement of many ideas and methods gleaned from literature and experimented upon until a working combination was achieved. It is not perfect, but may provoke discussion and draw out better methods.

Preliminary to explaining the method, may I say that there are many who question the value of grades in any subject but the pros and cons of that, and the methods to supplant grading, are not in order here. It seems logical however, that as long as the traditional type grades are used, Physical Education as an integral part of the curriculum must make its grades as accurate an index as they are in other departments or be classed differently and probably inferiorly by administration authorities.

I. Two Grading Theories Contrasted

The old system based largely upon attendance and the instructor's general estimate of ability and attitude, in which the student was either passed or failed, does not compare favorably with modern test and grading methods in use in other departments. It tends to put us below their level pedagogically, when our program content and value, our techniques and teacher training standards are now equal and continually improving. It seems unfair to give the same passing rating to students making conscientious effort and who, by practice and hard work, put themselves far above the level of the student striving only to "get by." It does not distinguish between the proficient and the poor, and most poors in physical education are so because of lack of effort, not lack of ability. It lacks the motivation that comes through the endeavor to classify by grading because, fortunately or unfortunately, most students still regard grades as goals or rewards as well as indices of activity and accomplishment. It has proved as unsatisfactory as it is antiquated. It fails both as an interest-effort stimulator and as a grading index.

And, more serious, this generalized method of grading has a corollary which almost invariably accompanies it in practice if not on paper, and that is that physical education failures do not really fail the student; his promotion is not withheld, and soon the lazy and indifferent student, finding that he can "get by" anyway, creates again the age old problems of class cutting, costume neglect, indifference, and lack of effort—characteristics no educator would deem desirable to good citizenship. It would seem that the state laws for compulsory physical education must mean successful participation and not mere presence, and it is possible and practical to grade that participation by standards comparable to those used in other departments.

Contrasted with the above are those elaborate theories with long lists of items and complicated means for figuring percentages of each—systems requiring the services of at least one private secretary plus a whole set of books. Or, we meet the newer school of thought which insists that true grades must follow I Q's and which installs the objective tests as a panacea. We in physical education use objective tests all right, but we frequently find that the highly intelligent are not always well-balanced individuals and that they prefer all sedentary mental and no motor activities and interests. While they have ability they "do not choose to run," so our grades reflect their failures in effort and their flatness in that part of the educational circle which we are trying to mould to the curve of well rounded growth and development. It would seem, in this matter of grading, that intelligence must be accompanied by works if the individual is training to live completely, just as certainly as presence must be accompanied by successful participation if the individual is to remain healthy and is to grow. Yet these I Q people we are not *able* to judge correctly because we demand that motor coordination and honest effort to get it, that are possible to all. Our biggest weakness on this point lies in an over emphasis upon proficiency in athletic games of high organization when we grade, and any educator knows that varsity skill is not possible for many.

II. A Practical Grading Method Lying Between

How, then, can we strike middle ground, having a grading plan adequate and accurate enough, yet not requiring too complicated and time-taking a procedure for practical administration?

Here is one practical method. In its general scheme it is so elastic and capable of adaptation that, with minor detail changes, it has been carried over from the small school in Wisconsin for which it was originated, to the changed program, equipment, and elaborate organization of the large city school. While its basic ideas are not new, its scope and ease of handling may commend it to your study and lead you to adapt it in whole or part to your need. It is based upon the visi-

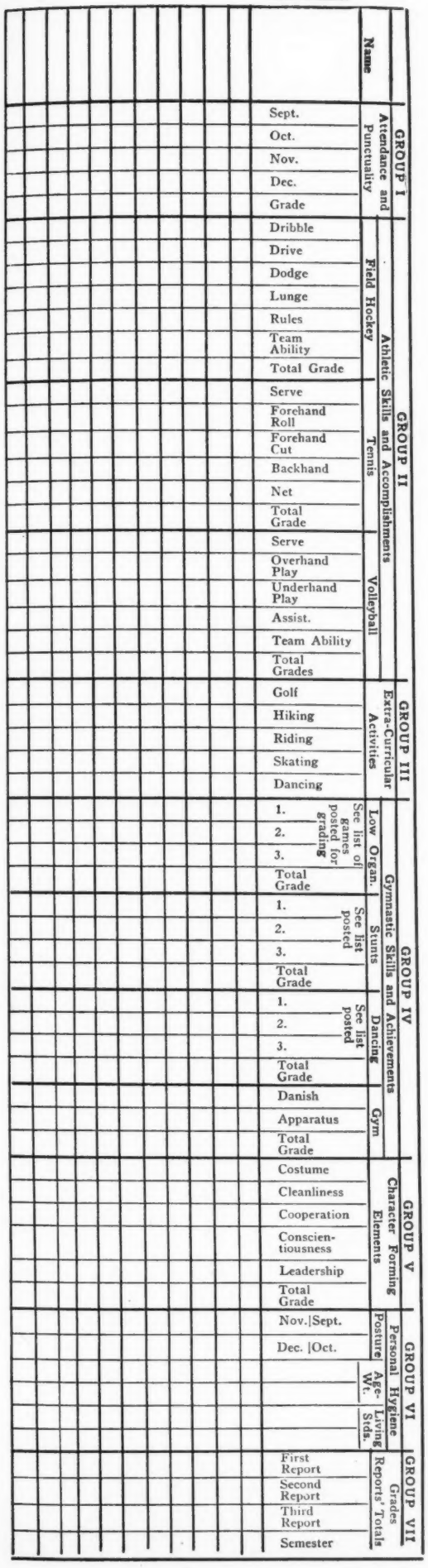


Diagram B

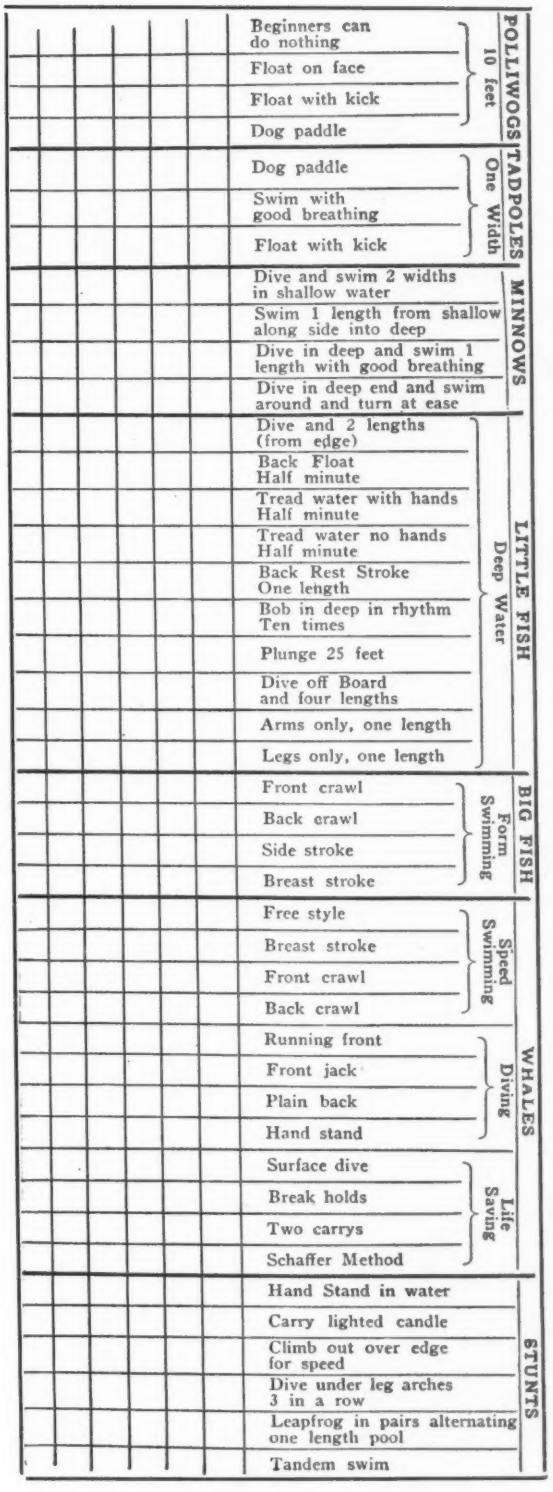


Diagram A

ble index systems now used so successfully in business.

Start with a sheet of white card-board about three or five ply in thickness, and about thirty inches wide by twenty-five inches deep. Width may vary according to number of items and skills you wish to grade; depth varies according to number of pupils. If you wish to use names of the individuals in each class you will have to have a line across the card for each name and a separate card for each class. (Diagram B.) If you wish to use roll call numbers for identification on the card, one card will do for at least five or six classes of fifty to seventy each. (Diagram A.)

This class card goes right to gym, pool, or field with you. It can be thumb-tacked to a board, or better, any manual training department can make you a wooden frame with slot across the top through which the class card can be dropped into the frame and held securely on all sides. Mine has a plaster board back for stiffness and sits on the piano or radiator or a bench on the field. Keep all cards right in the frame and simply switch the proper one to the front as classes change.

Let us examine the swimming chart first, as it is simpler, yet contains essential ideas in handling. It was made up for junior high school girls but is easily adapted to older girls or to boys by eliminating some of the easier gradations in skills and passing rapidly on to the harder.

Notice the groupings—Polliwogs, Tadpoles, Minnows, Little Fish, Big Fish, Whales—which immediately attract the interest of the junior high school student, and which classify her for group instruction. First you explain the chart to your new class and let them divide themselves into the groupings in accordance with their abilities. A Polliwog cannot do anything, a Tadpole can do the three ten-foot tests but cannot do them for the width of the pool, etc., and each group is to work on the skills in that section. Then you test out the "Little Fish" to be sure they are good enough to be safe with just a "buddy" in deep water. It is well also to test out the others quickly and to jot their roll call numbers down on the chart—then you have a record of where everybody began and can base your grades upon the number of skill columns checked off. Not as many new skills would be required of a seventh as of a ninth grade pupil to get a good grade, nor would the skill have to be mastered as well. Each student is thus graded upon the progress made and not upon the fact that she may have learned to swim elsewhere. Any combination of skills can be used in each group according to the progression you like to use, and you are now ready for instruction. As to time, you can run through the preliminary tests just described in a forty-five minute period for a class of sixty—so your first period sees all your pupils placed as to skill and ready for group instruction.

I have Polliwogs side by side facing the end and working in the shallow part of the pool. In large classes they are divided into two or more squads so as not to be too crowded. At the same time Tads and Minnows work across the width of the pool in deeper water than the Polliwogs but in shallow water; both at once if the pool is long enough and the number is not too great, otherwise alternating in squads. Meantime, Little Fish are busy in the deep water, each with his "buddy" for safety. As an added safety element, our matron keeps watch at the deep end while I instruct at the shallow end.

You can give group instruction as you move about from one classification to another—I do that for half a period. Groups not working under you work as individuals, each in his own segment of the pool and each working on the skill which he has not yet mastered. This provides activity for all kinds of swimmers at once, and also allows for individual differences in ability and speed of progression, for self-motivation and initiative. Each student knows his next task, can see the chart with its series of immediate goals, and can work ahead as fast as he is able. He gets acquainted with new skills as you give group instruction. The second half of the period can be utilized to give individual aid as needed, and also to give skill tests to those who think they are ready. A monitor moves along with the instructor taking the numbers of those who pass, and later putting them on the chart in their respective skill columns. As soon as ready, therefore, any individual can move up to the next higher classification, receive her group instruction, keep *progressing* and *interested*. The slow ones remain behind and do not hinder anyone. Occasionally, when they linger too long without progress, I assign helpers from the Little Fish group for half a period. These helpers are praised if their "pupils" then succeed in passing the tests, and there is quite a competition between the Little Fish to be the best "teacher." Besides, they learn much themselves in teaching and overcoming the difficulties of their Polliwog or Tadpole pupils, and it is "socialized" instruction.

Now turn to Diagram B which is more comprehensive and embraces the entire program exclusive of swimming, though that could be included if desired. It uses names instead of numbers, and also uses a different card for each class. Across the top of the card are the skills and other items to be graded, a column for each, and all classified in groups. You can determine your principal groupings at the beginning of the year, put in as many items as you are sure of, and leave a number of extra columns blank to be filled in as your program develops. This card, then, is an outline of your semester's work plan. It is well for you to require yourself to be somewhat definite. Each phase of the work is divided enough to provide a series of immediate goals to be accomplished. As you cover each in class, you give objective tests and your class monitor or appointed person (I use medical excuse people) records right then and there either a check for satisfactory accomplishment, or, if you wish to be more definite, a grade of A, B, C, etc. You give the tests—the assistant records. The pupils aim to get a check or grade in as many columns as possible and their report grades are based upon the number of columns checked off, or upon the grades given therein.

(Continued on page 48)

An Intramural Organization for Girls

By

GRACE E. JONES

Supervisor of Physical Education, Public Schools, Summit, New Jersey

IN recent years the secondary school physical education programs have quite generally accepted the slogan—"A game for all and all in the game." Toward this end schools everywhere are inaugurating programs of sports for the masses, or intramural programs.

If these intramural programs are to prove their worth in our educational scheme, they must provide "sports for all," a great variety of activities, and exist for the benefit of the participants—physically, morally, and socially.

Experience has taught us that the most progressive movement is not always the easiest one, and in this question of the organization of intramural programs the physical director encounters many difficulties such as: first, lack of time; second, limited equipment; and third, groups of commuting students, etc.

Let us consider some of the solutions to these difficulties. Probably the greatest problem is lack of time and the following are suggested cures: (1) Increase the number of periods by one a week and use the new period as an intramural one. (2) Where increase of periods is not possible turn one of the present gymnasium periods into an intramural period. (3) Start intramural sports clubs with periods scheduled during school hours. (4) Get permission to use one home room period each week for intramurals. (5) For not too active sports use the noon hour, especially for commuting students. (6) Use the time before school begins in the morning. (7) Make full use of after-school time.

There is no doubt that lack of facilities will hamper a *big* intramural program, but do not allow anyone to give you this as a reason for not having *any* intramural program at all. Such activities as foul shooting, quoits, paddle tennis, and teniquoits can be fostered with very limited and cramped space and the wise use of the out-of-doors areas in both the fall and spring seasons will allow the programs to expand.

Commuting pupils can surely be given some intramural work during class periods and at the noon hour. If after-school time is used, their train and bus schedules should be consulted and the program carefully worked so that loafing about terminals will not result.

In the program with which I am the most familiar, intramural competition takes place in the gymnasium classes, in club periods, and after school.

The gymnasium class offers an ideal medium through which it is possible to carry on all the activities on an intramural basis for in this way all students can be included, and the activities last through the entire school year. Every girl in every gymnasium class is a member of a color team divided arbitrarily on an alphabetical basis. Many games of low organization, relays, skill tests, etc., are used while in the gymnasium, and more highly organized games played during the outdoor seasons. One class period each week is set aside for this competition. The results are recorded on a chart posted on the bulletin board in the gymnasium and the records of the teams kept up-to-date.

The club period scheduled as a regular school period is an excellent place to enroll pupils interested in individual sports such as archery; for example, these clubs meet each week, keep weekly scores, and finish the season with a tournament or contest. Each club is formed upon the demand of student groups and as these club groups change every semester it is possible to reach a large number of pupils in this way.

In spite of the fact that color team competition is carried on in the gymnasium classes and that clubs are formed for individual sports, probably the largest part of our intramural program is carried on after school. Our student body is divided into home rooms. The personnel of these home rooms is determined by first dividing the students into their grades and then distributing them alphabetically. In this way you are fairly well assured of evenness of competition and of size of units, which usually have about 25 students. In organizing these groups it is necessary to have a home room athletic representative or captain elected and then all orders are issued through this girl and she is held responsible for the activities of her home room group. Each home room is allowed as many teams in a sport as it is able to organize. At the time of a contest every home room representative knows that she must use, for at least one-fourth of the playing time, every girl in her home room who appears in a uniform, and her teams and substitutions are drawn up on this basis.

Home room leagues are formed of all the teams in all the home rooms, and the champions are awarded home room banners. In every case where it is possible we run Round Robin tournaments giving every home room the opportunity to play every other home room. When the large number of teams entered makes this impossible we use the double elimination plan which allows losers to continue playing. At the present time we have ten home rooms playing in a Round Robin volley ball tournament which means a total of 45 contests, each consisting of the best two out of three games. The list of participants in this league numbers 103, and track and tennis are being carried on also.

Upon the completion of the home room league a double elimination inter-class tournament is played in which each class enters as many teams as it wishes. At the end of the matches the numerals of the winning class are engraved upon a permanent trophy cup displayed in the school trophy case.

(Continued on page 51)

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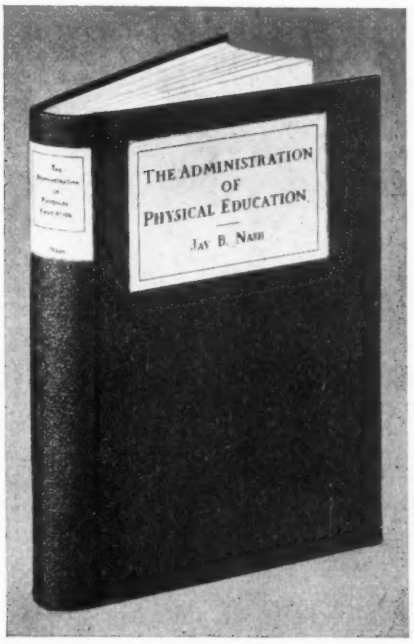

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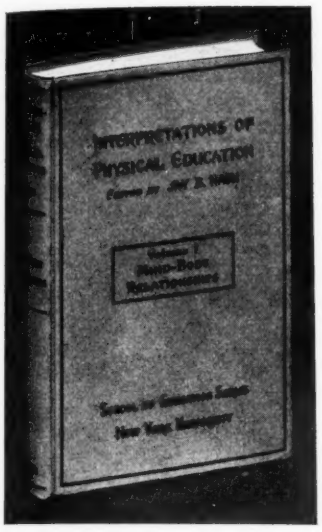

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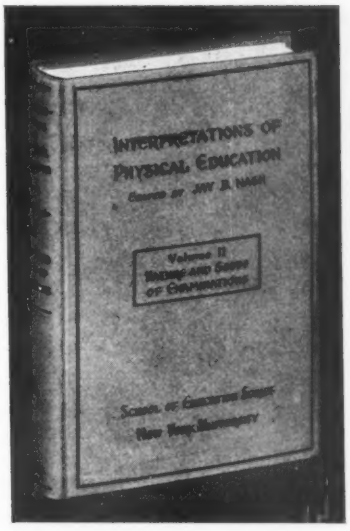

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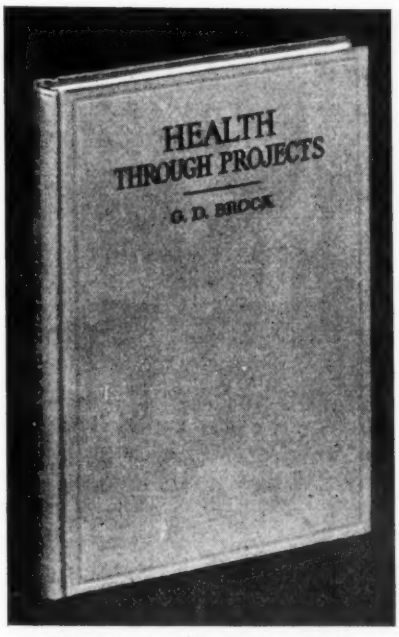

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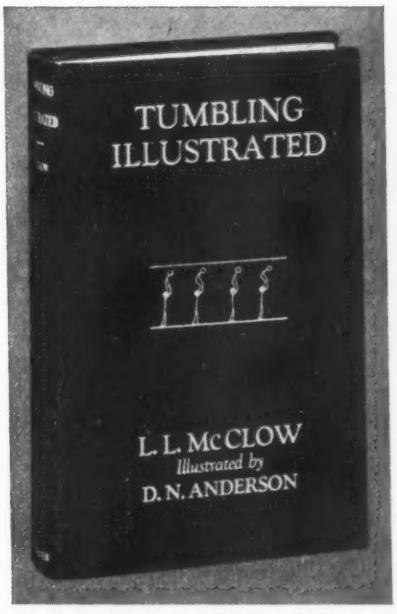

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Published by **A. S. BARNES & COMPANY, *Publishers***

67 WEST 44th ST., NEW YORK

Survey of Football Injuries in the High Schools of Massachusetts

By

J. H. BURNETT, M.D., F.A.C.S.
Jr. Visiting Surgeon, Boston City Hosp.
and
FRED J. A. O'BRIEN, A. B.
Associate Director of Physical Education, Boston High Schools

"IF I had a son I'd never let him play football—it's too dangerous."

How many times have those associated with football heard that or similar remarks? It has long been the belief, based on years of close observation of the writers, that the number of injuries on a percentage basis over a two months' period has been very low.

Football, under proper supervision, gives boys a natural outlet for their nervous energies and keeps them off the streets, thereby avoiding many mishaps, such as automobile, motor-cycle and trolley car injuries, and others too numerous to mention. In practically all of the schools the boys are required to submit to a physical examination which removes those physically unfit, thereby eliminating many possible cardiacs, chest cases, and the like.

Inasmuch as individual ideas on this subject have been relative, the writers have undertaken the task of trying to find out just what the conditions are in Massachusetts with regard to high school football. For the past two years, data in the form of a survey have been collected with a view to finding out just what percentage of the boys receive injuries and of what these injuries consist.

In this survey the following data were asked for:

(a) Number of boys on squad.
(b) Number of injuries and nature thereof.
(c) Presence or absence of a doctor at the games.
(d) Number of boys in school permanently injured from accidents occurring in previous years.

This information has come in from school principals, coaches, physical directors, faculty managers, and, in a few cases, from squad doctors.

In 1929, reports were received from 93 schools having football teams. In 1930, the number was increased to 106 schools, which is well over two-thirds of the number of schools in this state playing football. Eleven schools reported that they do not play football, making a total of 117 schools that were heard from. This means that sufficient data have been collected to give a fairly good cross section of high school play.

In every way possible the diagnoses have been corrected and checked—in many cases by talking with the attending physician and in a few others by verifying through hospital records. There is a marked tendency on the part of some schools to exaggerate through mistaken diagnoses. That this is so is partly explained by the difference in percentage of the state as a whole and that of the Boston schools as a unit. The latter group is very easily checked as most of it comes directly under the supervision of the writers.

Following our 1929 survey, we received a report of a similar nature made by the physical director of high schools in Los Angeles, California, the essentials of which will be recorded below.

Few Injuries

The outstanding item in these reports is the fact that there have been no fatal injuries in this two-year period involving almost ten thousand boys. This certainly speaks well for a game that, in Massachusetts, has had, according to figures, an average of 5,000 boys playing at least five days a week over a period of nine to ten weeks. This fact no doubt maintains in the few schools not included in this report.

In 1929 one boy died during the football season and the report went about that it was a football death. This was denied by the school authorities. The denial was backed up by the three physicians attending the boy and by the boy's parents. Only one boy is reported to have been permanently injured so that he could not play any more football. This boy received a compound elbow fracture in 1929 and now has an ankylosed joint.

Analysis of Injuries

Analyzing the injuries in detail, we find the clavicle and the nose among the bones most often fractured. The shoulder is the large joint that is most often dislocated, and dislocation of the finger joints is a rather common occurrence. Sprained ankles are by far the most common, with injuries to the knee joint next in frequency. As expected, the lower extremities including the hips receive the most trauma. (Fracture of the long bones of the body were found to be most common. There was no report of fractures of the skull, pelvis, or patella.) Head injuries in the form of concussion do occur, but they are relatively mild, usually resulting in temporary derangement with a loss of memory for the immediate past. Many of these are very difficult, even for a doctor familiar with them, to diagnose—so many times boys are capable of fooling one. Very few of them require more than one night's care and not many of them require that much medical attention.

There are usually a few injuries of an unusual nature resulting from trauma, such as a contused kidney with hematuria, myositis ossificans—most often in the thigh, but occasionally in the other muscles such as the rectus abdominis. One boy in the Boston system was laid up in a hospital for three weeks following an infected abrasion. One other bad infection of the thigh, which was very serious for a time, was reported. One case of myositis ossificans in the rectus abdominis was reported. Fractures of transverse processes of the lumbar spine, while not common, do occur; to wit, two cases each year. We think that these have been overlooked in days gone by, but are more often recognized today thanks to the X-ray and the knowledge that they exist.

Injuries in Two Classes

In 1929 the survey reported a total of 4,319 boys representing 93 schools. The injuries were divided into two classes: major (including all fractures, dislocations, concussions, or other serious accidents) and minor (including all the rest, i.e., lacerations, sprains, contusions, etc.).

On this basis 504 injuries were recorded, or an average of 11.4 per cent for the total group; with 208 *major injuries,* or an average of 4.8 per cent.

In 1930 the survey included 5,456 boys, representing 106 schools. There were 549 injuries, or an average of 10 per cent for the total group; with 175 *major injuries,* or an average of 3.2 per cent. This showed a decided improvement in the percentage column, undoubtedly due to more accurate reporting and checking. In the Boston schools a separate report was made up for 1930, showing 790 boys with 56 injuries, or 7 per cent for the total group; with 13 *major injuries,* or 1.6 per cent.

In 1929 the Los Angeles high schools (29 in all) showed 2,160 boys on the squads, with 44 *major injuries,* a recorded percentage of 1.5. This latter figure compares very closely with the figure 1.6 obtained in the Boston schools this year. Both of them are probably very accurate because of the opportunity to check them up.

Further analysis of the records for 1930 shows that, in squads of 50 boys or over, the percentage of injuries is 7.3 per cent as against 13.5 per cent in the smaller squads. There were 38 squads of 50 boys or over, 35 of which reported that a physician attended their games. The latter detail may not be the entire answer but we believe that it has some direct bearing. The outstanding explanation of this is probably found in the lack of substitutes and in playing against teams of superior strength, ability, and numbers.

Medical Attendance at Games

We have obtained figures with regard to the medical attendance at the games. In many districts it is mandatory that a doctor be present at all games. In the Suburban League, just outside of Boston, a doctor has to be present at all practice sessions when scrimmaging

(Continued on page 50)

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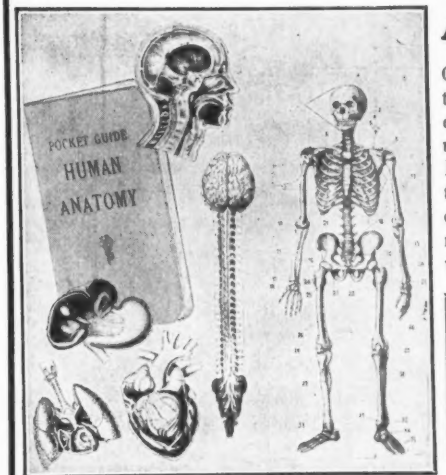

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The Athletic Assembly Program

By

W. P. MacLEAN

Director of Physical Welfare,
J. Sterling Morton High School, Cicero, Ill.

AT our school, we have tried to make the school letter mean something by putting its presentation on the same dignified basis as high school graduation or initiation into the National Honor Societies. This, naturally, adds interest to our various athletic programs, both in our scholastics and intramurals. It is with the thought that our plan might be of interest and help to other institutions of learning that I am sending you a complete program of our last "M" assembly. We usually have two a year.

J. STERLING MORTON HIGH SCHOOL

Intramural
Championship
Won By W. H. HARNISH S Class
Activity BASKET BALL
1930 (Date)
In recognition whereof, this Certificate is gratefully awarded
W. P. MacLean Department Head
G. B. Reere Intra-mural Director
H. C. Church Superintendent

1. The Morton Bugle Corps, 35 pieces, marches on the stage in front of the curtain and sounds "to the colors," while the flag is raised to the top of the staff at the left front of the auditorium.

2. With the M Club (all Morton students who won the school letter) seated on the stage, the chairs arranged in the form of the varsity M, the curtain rises disclosing a large electric sign in the middle background with the letters M-O-R-T-O-N in white on a maroon background. These letters are two feet high. As the curtain rises, the Morton Band, 55 pieces, strikes up, and all rise and join in singing "Onward Morton."

3. The Morton cheer leaders come in front and lead the 3800 spectators in 15 Rah's for the M Club.

4. The M Club president, a 9-letter man who is presiding, makes a short talk giving reasons for holding the assembly and presents M men, who explain the letters of the word MORTON as follows:

(The large sign is equipped with incandescent lights and wired so that each individual letter can be flashed on by itself.)

As the M is lighted up, the captain of the football team rises and speaks for the M:

M—M stands for MANHOOD—COURAGE, the red badge that comes with every M for which it stands, and MASTERY of ourselves rather than of others.

The captain of the heavyweight basketball team explains O:

O—O for OBEDIENCE to the law that the best good of each lies in the betterment of all; to the ideal that individual ambitions must be sacrificed for the good of the team—of the school; to the sportsman's code which demands that our opponents too must be met fairly and dealt with squarely.

The captain of the Suburban League Championship Lightweight Basketball Team explains R:

R—R—our RIGHT to fight for what we stand for—the RIGHT way of doing things which puts a premium on efficiency; the RIGHT that must accompany each victory; the RIGHT of each to stand on his own feet and possess himself, his beliefs, and his convictions; the RIGHT that is master of might.

The captain of the track team explains T:

T—T—for TRUSTWORTHINESS—LOYALTY STEADFASTNESS — PERSEVERANCE. The T square in both practice and ideals.

The captain of the A.A.F. Championship Fencing Team explains O:

O—O—OBLIGATION—the OBLIGATION that the honor of wearing an M puts upon us; the duty that we owe to honor the M that honors us.

The captain of the swimming team explains N:

N—N—the Nation that we serve best in trying to give it a better race of men and women.

5. The lights are blanked out, and the cheer leaders lead the crowd in a Morton yell, M-O-R---T-O-N, with the appropriate lights coming on with the corresponding words of the yell. The band then plays the school song, "Sterling Morton," and the audience joins in singing.

6. The M Club president then gives his charge to the candidates:

(THE M CLUB)*

Candidates, before being awarded one of the three highest honors that your school can bestow, it is necessary to ascertain whether you are fully aware that while

(Continued on page 59)

* In Morton High School, Cicero, Illinois, the students who have earned an "M" have associated themselves together in an M Club.

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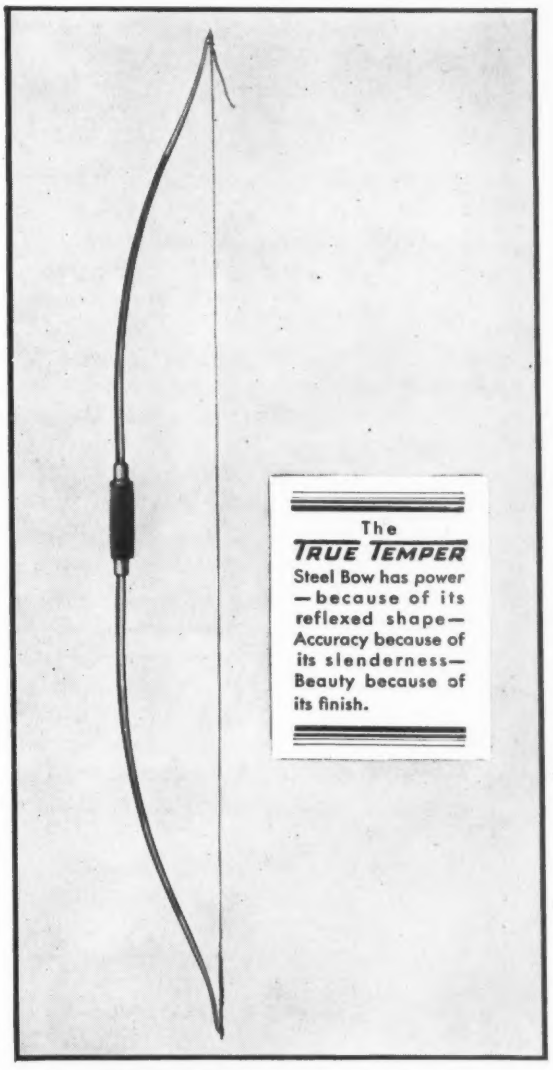
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TRUE TEMPER ARCHERY TACKLE

The Ladder Tournament

By

ERNA DRIFTMIER

Public Schools, Creston, Iowa

THIS form of conducting the intramural play of high school girls has been used in Creston High School for three years with such good success that we no longer think of our sports in terms of elimination tournaments.

The ladder tournament has many advantages, the most prominent being that it is continuous and each team plays the entire season. Every practice game is a contest game which insures zest and enthusiasm. There is an automatic leveling process which makes teams play other teams of equal efficiency, causing the very best to be put into every game. The teams are self-organized and almost entirely self-directed, and most valuable, perhaps, is the popularity of this type of competition.

The process is not intricate. There are only a few rules that need to be followed to insure a satisfactory working system of play.

Let us take the basketball season of two months, January and February, for example. It was announced that any nine girls might organize a basketball team. The team lists were to be filed by a given time. Each team would be numbered according to its turn of entry. The players like to get number one, numbers four or five are preferred to eleven, and so on with the other numbers.

These lists were numbered, typed, and posted. Then a tournament poster was made with a pyramid of places. We find it convenient to use colored paper with white round gummed labels, such as librarians use, pasted on in the form of the pyramid. We started pasting at the top and had just enough lines to care for every team. There might be one or two extra circles but this would not matter. We had fourteen teams.

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Our two posters were up — the team lists and the pyramid. Next we posted a challenge date card which we made something like this:

Challenge Schedule

Tuesday (date)	Thursday (date)
1. Team... vs. Team...	1. Team... vs. Team...
2. Team... vs. Team...	2. Team... vs. Team...
3. Team... vs. Team...	3. Team... vs. Team...
4. Team... vs. Team...	4. Team... vs. Team...

To begin with, no teams were on the ladder or pyramid. They began making challenges. After the first games, the winning teams were placed on the first rung of the pyramid. From then on every team had to challenge a team on its own line. The winner always moved up, until all the spaces were full to the top.

When the teams were all placed on the pyramid, the spaces from top down were filled. Then the regular rules for ladder tournaments applied.

1. Challenge some team on your own line.
2. If you win—challenge a team above.
3. If you win from the team above—move up.
   (The losers must come down to your place.)

Every team was given enough players to begin with to meet the usual requirements for substitutes. A team never borrowed players except for a practice game where the score was not to count. If enough players of one team did not come out, the game was forfeited with the usual 2 to 0 score.

Individual coaching is hard to give under the circumstances. It is suggested that each team choose an upper class girl or a college girl for a coach. Some teams do this and get value from such an arrangement. Some techniques are suggested and taught in the regular class period.

The girls like to referee so they organized a referees' club. Any girl above the 9th grade may be a member so long as she meets once a week and studies the rules. A member of the club may referee any game in which the players are in a class below her. She may referee her own classmates only when she has played the game for a longer period than they. She never referees a game of upper-classmen. The Spalding rules sheet is posted and referred to when any questions arise during play.

This same plan is carried out for all after-school athletics. We even run our singles and doubles tournaments in tennis in this way.

The matter of awards would need to be adjusted to satisfy the demands of each school. We use a point system. On the last day of the season, the team that has succeeded in acquiring and holding the top place gets 100 points. Every member who has been out for the majority of games gets the same. All of the eligible members (those playing in the majority of the games) of both teams on the second row get seventy-five points; and so on down the line—fifty, twenty-five, fifteen points, are given to the players in the successive rows downward.

Each girl's record is kept for all the activities—soccer, baseball, basketball, volleyball, and tennis — together with points earned in hiking, bicycling, and roller-skating. All points are totaled at the end of the year, when the girls having the highest ten per cent of points are awarded the school letter "C."

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Please send descriptive folder and swatches of your smart Athletic Uniforms.
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Men Whom I Have NOT Helped in the Gymnasium

By

C. D. GIAUQUE

Director of Health Education

Ohio University

TO promote "living most and serving best" there must be more than simply a gymnasium. *Any* sort of a program, carried on under *any* sort of conditions will not suffice. Often we are tempted and rightly so, to boast slightly over some of the specimens we have turned out in our physical education work. But how about those whom we have not helped, perhaps have even injured, in the gymnasium or on the athletic field?

The case of a college freshman can be mentioned in this connection. This student went through the regular medical examination before entering upon his freshman physical education work. When his heart was examined, it was found that he had a mitral insufficiency. This was noted at the bottom of the card by a clerk who could neither spell the two words nor write legibly. In the rush of looking over several hundred cards the one in charge let the case slide through and the student entered the regular physical education class. The rest is self-evident: the instructor, wishing to make a good impression on his class, starting them off with a stiff work-out; the further injury to the student's heart; complaint by the student; a second examination; relief from all further physical education work. Had this student been given the proper type of work—probably walking—he certainly would not have done further injury to his heart and might even have improved its condition.

Many grade and high school students have weak feet, for example, which if taken in time, can be built up and made perfectly normal. Yet these students are permitted to jump on hard floors, play basketball, and enter into other physical activities that do not give the exercise necessary to the correction of the defect, and often actually aggravate the condition. Weak feet soon become flat feet and are then much more difficult to correct—if correction is at all possible.

These are examples of the type of thing that is going on in some of our schools today. Such careless and unscientific procedures constitute a serious problem for the general educational administrator and a menace to the profession. Test yourself with the following questions: How do you answer them?

A. The Health Examination

1. Do you give a comprehensive health examination before permitting participation in athletics or physical education? How about intramurals?

2. Do you allow as much as twenty minutes to each student, or do you use mass methods and examine twenty or thirty an hour?

3. Do you take time to explain functional hearts and other defects so that students who are advised of these defects for the first time do not develop a morbid reaction as the result?

4. Do you use simple language in discussing defective conditions with students?

B. The Program

1. Is your program work or play for students?

2. Does your whole program consist of basketball, for example, in which a quarter of those reporting are selected, and the rest (probably needing the work most) are left out?

3. Do you provide restricted or individual work for those with heart, postural, or other defects?

4. Do you know each individual student and his needs?

5. Do you excuse altogether a child with some slight defect, or do you provide him with a modified type of work?

6. Do you provide rest for those who need that more than they do exercise? If so, do you make it possible for them to receive the same grade as those in regular classes?

7. Do you ever give up the time of the physical education class to the few who may be on the varsity team?

8. Do you keep in mind, in formulating your program, that the needs—emotional, physiological, recreational—of no two pupils are alike?

9. Are your classes too large?

10. Do you promote, or enter your teams into, tournaments in which physical condition, health, and sportsmanship are forgotten in the hysteria associated with winning?

11. If you are a man coaching girls' teams, do you have a woman with whom you can consult concerning the physical condition of the players?

12. Are you careful to see that the one with little or no previous training is not slighted?

13. Do your students like to come to class, or do they attend simply to avoid getting a cut?

14. Do some attend when, for health reasons, it would be better not?

15. Are the activities engaged in too difficult or too easy for some, or do you group your students homogeneously?

16. Do you consider the individual student's anatomical and physiological age in the formulation and administration of your program?

C. Arrangement of the Program

1. Are your classes held often enough, particularly for those taking individual, corrective work?
2. Do your students ever report to an early morning class without having had breakfast?
3. If you find such to be the case, what do you do?
4. Are your classes too near meal time?
5. Is the physical education class put into the place in the program where it belongs, or is it put in some place or other after everything else is provided for?

D. Fatigue

1. Do you start a particular activity slowly, so as to avoid soreness so far as possible?
2. Do you sometimes give too strenuous a work-out so that your students are too tired for other classes?
3. Do you know that formal gymnastics is very fatiguing and must be regulated accordingly?
4. Do you realize that some students, following your example or that of unusually strong members of your class, may overdo?
5. Do you educate your students as to the right amount of exercise?
6. Do your students ever play basketball all afternoon after a gym class?
7. Do your football men scrimmage more than twenty minutes at a time?
8. Are accidents more likely to occur when one is fatigued?
9. Did you ever "burn out" an athlete?

E. Cleanliness

1. Is the gymnasium—showers, locker rooms, floors, walls, mats—clean?
2. Is the best health practice taught through your classes in physical education?
3. Do your students use clean suits and towels?
4. Have you explained to your students *why* they should not come on the floor wearing street shoes?
5. Have you taken precautions to prevent the spread of ring worm, plantar warts, and other skin infections?
6. Do you tolerate spitting on the floor?

F. Colds

1. Do you permit students to come to their physical education classes in their ordinary clothes, take no showers, and go to their next classes with damp clothing?
2. Are your students permitted to take a hot shower and then immediately be exposed to cold out-of-door air?
3. Do you allow a group that has just finished an activity to sit around on the side lines and get cold while the others are playing?
4. Do students leave the gymnasium with wet hair after swimming?
5. Do you allow those with sinus infections to swim?
6. Do you suggest "a good work-out" as a remedial measure for one suffering from a bad cold?

(Continued on page 41)

While the IRON IS HOT!

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ARTHUR H STEINHAUS
Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago

10. The Heart: Size—During Exercise

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information.

WHAT does exercise do to the heart? This question can best be considered under three headings, namely: (1) the heart during exercise; (2) the heart immediately after exercise; and (3) the heart as a result of training. I propose to first consider changes in heart size during exercise; leaving the acute after effects, the effects of training on heart size, and the effects of exercise in general on other heart and circulatory functions, to subsequent papers.

From a practical standpoint it is a most difficult feat to get an X-ray photograph of a heart while its owner is engaged in active exercise. Therefore the earliest workers, Moritz (1908), satisfied themselves with static work such as holding weights, and reported reductions in heart size during exercise. In 1914, Nicolai and Zuntz took X-rays of four persons while running uphill on a treadmill. They tied the frame carrying the X-ray film to the chest of the runner and arranged to have him line up with a certain mark whenever a picture was taken. They found that the hearts were larger during exercise. This enlargement regularly disappeared within a few seconds after exercise. In 1921, Bruns made observations on the hearts of forty-six people while they alternately flexed and extended one leg, and found that there was either no change or a reduction in heart size. Meek and Eyster (1922) found slight increases in heart size in ten of seventeen individuals, while lifting weights of four and a half pounds with each hand from a position at the side of the body to shoulder height. In 1928 McCrea, Eyster, and Meek observed ten men and eight women during moderate and strenuous bicycling on a stationary bicycle. They conclude that though there are exceptions, there is a tendency for the heart size to increase during exercise and that the more strenuous the exercise the greater this increase. We may well ask the question, why should there be such discrepancies in the findings of different scientists? The answer is not difficult. The size of the living intact heart is due not only to the thickness of its walls but to an almost equal extent to the volume of its contained blood. It is no doubt due to changes in this volume of blood that variations in the heart size during exercise are attributable. Dawson and Hodges (1920) have reemphasized the effect of weight lifting or mere compression of the chest with lungs inflated and glottis closed (Valsalva effect). Under such conditions the blood pressure drops greatly after a brief primary rise because there is practically no return of venous blood to the heart. I have in a previous paper (No. 6 in this series) pointed out the great increase in volume of venous return to the heart in dynamic exercises involving rapidly contracting muscles rather than held positions. Mobitz (1928) measured the minute volume output of the heart and its size on the same individuals while they were exercising on a bicycle ergometer. He found that the enlarged heart was expelling more blood with each beat, thus he established experimentally that the larger heart in exercise is such because it is handling and delivering more blood. These findings made it clear why observations made during static work should not disclose a larger heart, and why if in addition the breath is held as during heavier lifting there should be an actual decrease in heart size.

Such then are the changes in heart size while exercise is in progress. Immediately after its cessation other changes occur. These will be considered in my next article.

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Answers to Questions

Question: To what do you attribute the effect of the warm bath after exercise? Is it in the opening of the pores, in removing the perspiration that may be clogging them, is it the speeding up of the circulatory system so that the waste products are removed, or is it a better equalization of the heat and water content of the body?

Answer: It is very likely that the beneficial effect of a warm bath in preventing stiffness and lameness lies in the fact that heat tends to relax the muscles and therefore permit a better flow of blood through the capillaries which supply the muscle, bringing to them a better supply of oxygen and removing waste products. There is at present no adequate explanation of the cause of lameness or soreness in muscle. Whether it is due to an accumulation of lactic acid, or whether it is due to tiny tears in the muscle is not established, but no matter what the reason, an adequate blood supply will certainly speed up recovery. There is nothing at all in the idea that the sweat glands are clogged up with perspiration, or something like that; in fact, the sweat glands do not get clogged up. It is true that the sebaceous or oil glands to the skin and hair roots may become clogged and give rise to what are commonly called "black heads," but this has nothing to do with the sweat glands. There is considerable experience which recognizes that children do get sore and lame. The reason that this is not as common among children as grown-ups is probably due to the fact that children are, on the whole, more active, and are therefore keeping their muscles in shape. It is only when we overstrain muscles that they become sore. It is those muscles that are not used regularly that are likely to be overstrained. Another fact is that due to children's lighter body weight there is less danger of their putting unusual loads upon their muscles. I do not think that this has anything to do with the scheduling of the school

shower. At some future time, I expect to discuss some researches, which have bearing upon the proper placing of the physical education hour in the school's daily schedule.

(Note: Reprints of the Steinhaus series may be secured at a nominal cost from the A.P.E.A., Box 362, Ann Arbor, Mich.)

Men I Have NOT Helped

(Continued from page 39)

G. Injuries, First Aid, etc.

1. Do you teach your students to give proper attention to scratches, floor burns, and other minor injuries which may later give trouble?
2. Do you know how to give, and do you give, the proper care to sprains, fractures, and other more serious conditions?
3. Do you suggest an X-ray in case of doubt?
4. Do you permit dancing with bare feet where pain, blisters, and callouses may result?
5. Are all obstructions in the gymnasium well padded?
6. Do you take all necessary safety precautions around apparatus and in the swimming pool?

H. Mental Hygiene

1. Do you realize that some students need not pushing but guidance to prevent their overdoing?
2. Do you realize also that others are of the kind who stand around before class and need to develop confidence or courage?
3. Do you watch to see that the timid child is not pushed into the background by the aggressive child?
4. What do you do with the child who wears glasses?
5. Do you realize that sportsmanship, like other things, is taught by example as well as precept?
6. Are you ever late for class?
7. Do you ever allow slipshod work?
8. Do you sometimes have a "sour" attitude toward the class?
9. Do you choose activities from which students may derive pleasure?
10. Do you give a typical child a morbid reaction by "relegating him to the lower regions" for "corrective work"?
11. Do you have any players who are mentally and physically healthy before tournaments but not afterwards?
12. Do your students ever elect physical education after they have completed the requisite number of years?

I. Hygiene of the Gymnasium

1. Is your gymnasium properly lighted and ventilated throughout?
2. Is any part of the building damp?
3. Does it always smell fresh and clean?
4. Do you use an open-window type of ventilation that produces drafts?
5. Do you supply pure drinking water in an approved type of bubbler or sanitary container?

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The recently published study "Physical Education Curriculum in Professional Schools" by the Committee on the Curriculum of the 139 institutions preparing teachers of Physical Education in the United States is available at the regular prices, i. e., $3.00 single copies, and $2.00 each additional copy.

Back copies of the following are available at the prices listed, postage prepaid:

"The American Physical Education Review," through 1929, new price, 30c each, four for $1.00; one volume, ten copies, (unbound), $2.00; one volume (bound), $4.00.

"The Pentathlon." for Oct., Nov., Dec., 1929, 25c each.

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"How WE Do It"

Teaching Sportsmanship

TENNIS has long been recognized as a game that teaches and inculcates an excellent code of sportsmanship among its players. The writer has concluded that this code is obtained chiefly because of the response-situation conditions which are constantly brought before the participants. In other words the players are forced to make vital decisions during the course of a match. One is almost always on his honor to give the other fellow a square deal. A poor sport on the tennis court is soon discovered and the individual so branded will have a difficult time acquiring friendly matches, to say the least.

Local conditions do not permit us to give the bulk of our pupils competitive tennis. We have therefore adapted the tennis code for baseball and playground ball, the two activities that are participated in by a large majority of our students during the spring term. A brief outline of the method employed follows:

1. No umpires are allowed in any ball game, during physical training periods.
2. All decisions are made by the team in the field.
3. Specific decisions are allotted to each player in the field:
   (a) All balls and strikes are called by the catcher.
   (b) All fouls are promptly called by catcher.
   (c) Put-outs (on assists) at first base are ruled by the pitcher.
   (d) Put-outs at 1st, 2nd, and 3rd bases are ruled by the respective basemen or short-stop.
   (e) Trapped-balls in the field are ruled by fielders.
   (f) The decision of the boy making the play is recognized as final.
   (g) Regulation rules are discussed, studied and followed out in general.
4. We have tried to instill among the teams the idea that they are expected to give the team at bat the same square deal that they would like to receive.
5. All close plays offer perfect examples of response-situation types.
6. The instructor instead of acting as a judge or umpire can frequently get into the game and teach by example.

C. W. Beeman
Mackenzie High School, Detroit, Mich.

Grecian Health Week

ANOTHER American idea has caught the imagination of our friends here in Greece. They have accepted it, adapted it, and developed it as their own. The idea is that of health education through united community effort.

Health Week was first introduced into Saloniki about five years ago, through the initiative of Mr. Lewis W. Riess, the American Y.M.C.A. advisor on Physical Education. This year, thanks to the subvention of 50,000 drachma (about $700) from the Ministry of Hygiene and the hearty cooperation of the city officials, physicians, sports clubs, army, and especially of the schools, with the Y.M.C.A. physical education department, the Week of Health has been promoted with great success and on a more comprehensive scale than ever before.

This year an Executive Committee was formed to organize and develop the plans. Leading medical and health authorities, as well as the supervisors of primary and secondary education, members of the Saloniki Y.M.C.A. Board, the Director of Health for Macedonia, the President of the Doctors' Association, and others, were represented on this Committee.

The first day's program included addresses explaining the objectives of the Week of Health and its value to the city, given by the President of the Y.M.C.A., the Governor General of Macedonia, and the Mayor of Saloniki. Following the addresses, there was a parade of the Athletic Clubs around the Y.M.C.A. stadium and then through the streets. An airplane circulated over the city distributing circulars on which health slogans were printed. Lectures on various health topics were given by leading physicians in five sections of the city.

During the balance of the week, teachers gave lectures on health and hygiene in all of the schools, using material prepared for them by leading doctors and printed and distributed by the Committee. Lectures supplemented by films on health and hygiene were also given to the soldiers and to the general public. In addition, printed booklets—some were gifts from the Ministry of Hygiene and some were printed by the Saloniki Committee—were distributed. Parades were held three days a week—Sunday, Tuesday, and Saturday.

The idea is still novel to this country and its real meaning is perhaps a little difficult to interpret, but on the whole it is very encouraging to see how well the objectives were attained. Saloniki's Health Week was so successful that we expect other cities to adopt the idea and all of Greece will benefit by this method of health education.

Herbert P. Lansdale, Jr.
Saloniki, Greece

Waltz Tap Dance

E. R. Knollin, University of Oregon

Music: Medley Waltz. In the Good Old Summer Time. Columbia Record. 1558 D.

Note: The music comprises an introduction of 8 measures and 11 series of 16 measures.

STEP	MOVEMENT	F T.	W T.	C T.	M S.	
	Begin after the introduction					8
BASIS	Tap	L	L	1		1
	Shuffle and Tap	R	L	2		
	Tap	L	L	3		
	Counterlike: Same using opposite feet	4-5-6				1
No. 1 STEP-SWING	Step forward	L	R	1		1
	Swing forward	R	L	2		
	Hop	L	L	3		
	Counterlike: Same on opposite side	4-5-6				1
REPEAT BASIC AND NO. 1 (Twice)						4 8
	Same as above					6 2
BASIC AND BREAK	Step forward	L	L	1		1
	Swing forward	R	L	2		
	Hop	L	L	3		
	Bring right down, jump backward, landing on	B	B	4		1
	Hold (2 counts)	B	B	5-6		
	Total					48 16

Note: The complete routine contains 11 steps or sequences similar to the above. Ten other steps are substituted for No. 1 in each series of 16 measures. The Basic and substituted step is repeated twice each time. The outline for each 16 measures then is as follows:

BASIC	2 measures
Step No. 2 (substituted for 1)	2 measures
Repeat BASIC AND NO. 2 twice	8 measures
BASIC AND BREAK	4 measures
Total	16 measures

Since the same outline is followed for each phrase of 16 measures, only the substituted part for No. 1 is explained.

No. 2 WALTZ TURN	Same as Basic except that a full left body turn is added			6 2	
No. 3 CLICK FEET (Travel to left)	Jump from both feet and land on	B	B	1	1
		B		2	
	Jump from both feet, click feet together in air	B		3	
	Land on both, striking floor with left previous to right				
	Repeat counts 1, 2, 3			4-5-6	1
No. 4 CROSS IN FRONT	Same as Basic except that the foot crosses in front as count 2 (shuffle-tap) is executed			6 2	
No. 5 BUFFALO (Travel to left)	Shuffle and Tap	L	L	1	1
	Shuffle	R	R	2	
	Shuffle and Tap	L	L	3	
	Shuffle	R	R	4	1
	Shuffle and Tap	L	L	5	
	Shuffle	R	R	6	
No. 6 CROSS REAR	Shuffle	L	L	1	1
	Shuffle	R	L	2	
	Hop left, and cross rear and tap after left strikes	R	L	3	
	Counterlike:			4-5-6	1
No. 7 SWING REAR (Travel to rear)	Brush and swing backward	L	R	1	1
	Hop backward	R	R	2	
	Bring down behind	L	L	3	
	Counterlike:			4-5-6	1
No. 8 CROSS R IN FRONT AND TOE-HEEL (Travel left sideward toward front of stage)	(As Basic is executed add a ¼ right turn in preparation.)				
	Step sideward	L	L	1	1
	Shuffle, crossing in front	R	L	2	
	Land on toe and bring down heel	R	R	3	
	Repeat:			4-5-6	1
No. 9 TOE-HEEL BRUSH AND RATTLE	Short step (on ball) forward	L	L	1	1
	Step on heel (forward)	R	R	2	
	Step on heel (forward)	L	L	3	
	Step on ball backward	R	R	4	1
	Step on ball backward	L	B	5	
	Shuffle, cross in front and land with tap, lifting left up behind	R	R	6	
No. 10 FALL OFF THE LOG	Step sideward	L	L	1	1
	Step sideward crossing behind	R	R	2	
	Step sideward	L		3	
	Step sideward, crossing in front				
	Swing left sideward and hop from right, clicking heels in air	R		4	1
		R		5	
	Land on	R		6	
No. 11 BELLS	Step across in front				
	Swing sideward right, hop front left, click heels in air	L	L	1 2	1
	Land on	L	L	3	
	Counterlike:	R		4-5-6	1

Finish the last step with the

FINISH BREAK	Step forward	L	L	1	1
	Swing forward	R		2	
	Hop from left, swing right back and left forward, land on	R	R	3	
	Bring left down beside right with a firm shuffle	L	R	4	1
	Hold last 2 counts	B		6	

Note: The finish break is slightly different, in order to give definite finish to the routine. The following diagram will give movement on the floor during the complete routine. *(Continued on page 44)*

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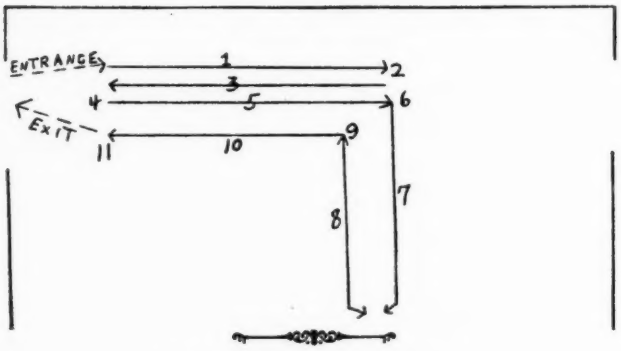

Dance Away the Night

A Waltz Clog

Music—"Dance Away the Night"—Dave Stamper
Unit—Twelve girls.

I (Entrance Step)

	No. of measures
Six girls enter from the right, six from the left, and meet at center using the following step:	
Two "5's" starting with the left foot then six running steps forward kicking heels up in back	4
Repeat twice more, then having met the other half of the unit, face front on the first half of the break	8
The Break	
Two "5's"	2
Jump with feet to stride, click heels in air, land first on the left foot and then on the right foot	1
Repeat jump to stride, click heels and land on left foot and then the right foot	1
	16

II. (Slip Step)

Two "5's" starting with the left foot	2
Step back on the left foot, raise the right leg backward and slip back on the left foot. Step down on the right foot, raise the left knee smartly and slap both hands on it (elbows well turned out) then step down on the left foot	2
Repeat all starting right foot, then left foot	8
Break as in I	4
	16

III. (Slap Step)

Two "5's" starting with the left foot	2
Step left, slap right foot diagonally backward, step right foot down in back of left foot, step forward on left foot, tap right toe against left heel and hop on left foot	2
Repeat all starting on the right foot, then left foot	8
Break as in I	4
	16

IV. (Line Turn)

(Raise left arms to touch right shoulder of girl at left.)

	No. of measures
Two "5's" starting with the left foot	2
Half turn left using five steps, left, right, left, right, left, then tap right toe in back of left heel on sixth count (as you turn to left, lower left arm to side and raise right arm, then the reverse as you turn right.)	2
Repeat three times more starting right foot, left foot, right foot and turning to the right, then left, then right	12
	16

V. (Bells)

Two "5's" starting with the left foot	2
"Bells" to right then to left	2
Repeat twice more starting right foot, then left foot	8
Break as in I	4
	16

VI. (Square)

Two "5's" starting with the left foot	2
Three running steps forward, make a sharp turn to the left and close the right foot to the left. Lift the left foot and tap the left toe on the floor but do not take the weight	2
Step left foot to side, raise the right foot in back of the left and slap sole of right foot with left hand as you hop on left foot. Step right foot to side and raise left foot in back of right slapping right hand on left foot	2
Three running steps forward, make a sharp turn left, close right foot to left and tap left foot but do not take the weight	2
Repeat all starting with the left foot again, completing the second half of the square	8
	16

VII. (Step, Tap, Slip)

Two "5's" starting with the left foot	2
Face left, step on left foot, tap right toe in back of left heel and then lifting right leg in back, slip backward on the left foot. Face right and take step, tap, slip starting with the right foot	2
Repeat all twice more starting with the left foot each time	8
Break as in I	4
	16

VIII. (Wheels)

	No. of measures
Two "5's" starting with the left foot	2
For the next 10 measures the unit of twelve is split up into three fours. The work of the center four is described under A, that of the outside four under B.	
A	
One cartwheel forward	2
Two "5's" in place	2
Two "step-tap-slips" moving back into line with other fours	2
Two "5's" in place	2
One cartwheel forward	2
	10
B	
Each outside four breaks into twos and makes a complete backward wheel turning away from the center. Six running steps are used to make this wheel and knees are lifted high in front	2
Two "5's" in place	2
Twos combine to form fours and each four makes a half backward wheel turning outward again and using six running steps	2
Two "5's" in place	2
Complete wheel to face front once more with six more running steps	2
	10
A. and B. together take two "5's" in place	2
Step left foot to left, cross right over left and turn in place on toes. Step down on right foot bending right knee.	
Step forward on left foot and raise left arm forward upward and hold this position for finish	2

Marion W. Mair,
Plainfield, N. J.

IT MAY INTEREST YOU TO KNOW—

LAYING the foundation for a strong and substantial combined program of health education and physical education, Ohio has accomplished or is working on the following projects:

1. Although lacking adequate legal requirements for teacher qualifications, Ohio's Department of Education has established standards of sufficiently high quality to insure for the state a well-trained personnel in the future. In 1927 there were an undetermined number of colleges offering unstandardized professional curricula to prospective teachers, few standards for certification, and little disposition in the field to insist on trained teachers. Today every college offering any health and physical education training whatsoever is known, approved colleges are accredited by the state, minimum standards for major and minor curricula are observed, the state licenses only those teachers who submit credentials from accredited colleges, and only those high schools with duly certified teachers in health and physical education are placed on the list of recognized high school programs.

There are fifteen colleges and universities offering the major forty semester hour professional curriculum, and an additional three accredited in the minor sixteen semester hour field only. The major program consists briefly of ten hours of training in health education, six in the basic anatomy and physiology, four in principles and administration, two in correctives, and eighteen in the activity skills of physical education. The sixteen hour minor requires four semester hours in each of these fields: health education, principles and administration, activities other than athletics, and the teaching of athletics.

2. Four volumes of a course of study will form the basic handbook or reference material for the development of school programs. The first two volumes, for the elementary schools, are now off the press and are in use in sixty-six of the eighty-eight counties in the state. The volumes for the junior and senior high schools are in preparation. Ohio does not require adherence to these courses of study but submits them to schools as recommended activities and administrative practice. In each volume health education and physical education are considered dual aspects of a single program, to be taught wherever feasible by the same teacher. Graded health instruction based upon student needs is a hoped for feature of the high school courses.

3. Ohio recognizes well developed high school programs. State standards are issued covering such points as time allotment, teacher certification, facilities and equipment, programs and credit. An annual list of schools satisfactorily attaining these standards is published. Some Ohio colleges recognize one unit of high school study in health and physical education among their requirements for entrance and this recognition is taken from the published list of recognized programs.

4. A concerted program of promotion of health and physical education through Teachers' Institutes is planned for the near future. Available speakers on the faculties of Ohio's recognized colleges are being mobilized and superintendents will be notified of their availability. In this way it is hoped to carry a description of health and physical education to the schools in a more intimate way.

DR. Frederick Rand Rogers wishes it made clear that he is not in favor of championships, as may have been the impression gained from the account of the 1931 A.P.E.A. Convention in Detroit which was written up by Mr. Floyd A. Rowe and published in the June issue of HEALTH AND PHYSICAL EDUCATION. Following is an excerpt from a letter from Mr. Rogers to Mr. Floyd A. Rowe.

"In reading your entertaining account of the thirty-sixth American Physical Education Association Convention I discovered with some chagrin that you reported me as admitting

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the values of 'tournaments and championships.' Evidently my discussion, even though I couched it in the most direct terms, was not sufficiently clear to you. At no time did I defend the championship. In fact the whole burden of my discourse was to the effect that the championship was unnecessary and anti-social. In my judgment there is a great difference between a tournament conducted as a festival of play and a tournament conducted to glorify victors by awarding them the championship.

"I do appreciate your breezy style in preparing your report which made it easier reading but would be glad to have the misstatement concerning my attitude toward championships corrected."

To which Mr. Rowe replied, "Replying to your letter of June 8, wish to say that you certainly did not make it clear to me that you opposed the sort of thing that Dr. Burdick was sponsoring in Maryland. Possibly you were a trifle over-courteous in your statements about Dr. Burdick's Maryland program, but if my recollection is correct, I believe, when I say that you made a statement to the effect that if all contests were conducted under the supervision and with the care they are in Maryland, you would necessarily have to withdraw much of your objections to them. According to my recollection, you then went on and made a number of statements regarding the matter of championships, etc., all of which were, I thought, premised upon your opening statement to the effect that where proper management and control existed such as it did in Maryland, you would have to withdraw many of your statements.

"Certainly that was my understanding of the situation and since I checked with one or two others who heard you speak and found that their recollection of your talk coincided with mine, I reviewed your debate with Dr. Burdick as per the recent issue of the JOURNAL.

"I am forwarding your letter and also a copy of this to Mr. Mitchell, with a request that he publish in a future issue your statements since certainly I did not mean to in any way misquote you or misinterpret the things you said. I am also asking him to publish that portion of this letter which has to do with the question at hand....."

SEVENTEEN of the twenty principals in the secondary schools of Pittsburgh schedule physical education first. Inasmuch as every pupil is required to take physical education, it is felt that this subject should be scheduled first. This method also permits the assigning of homogeneous groups, that remain intact throughout the semester.

THE Wingate Memorial Athletic Lectures conducted during the past two years by the Public Schools Athletic League of New York City will be continued during the school year 1931-32, according to the announcement of Gustavus T. Kirby, President of the Wingate Memorial Foundation.

Dr. William H. Kilpatrick of Teachers College, Columbia University, will open the series on November 7th, with a discussion of "The Function of Athletics in Modern Education." A new feature of the Wingate Memorial Athletic Lectures this year will be the nation-wide radio broadcast of each Saturday morning program which will be given at 12:45 Eastern Standard time over the Columbia Broadcasting System and allied stations.

In presenting this program of lectures and demonstrations showing the correct methods of playing and coaching various athletic sports and games and other related health and educational topics the directors of the Wingate Memorial Foundation aim to extend, first, to those teachers who are responsible for the New York Public Schools athletic program, and second, to teachers all over the country who will listen to the broadcast, the new conception of wisely organized and guided athletic sports and games for all people, as a definite and important part of the educational program of the elementary and secondary schools.

Reaching toward this objective, "Athletics for All," the Wingate Memorial Athletic lecture program has included discussions and illustrated demonstrations by leading authorities in all athletic sports and games. Also, the program has included discussion of special related topics in the field of health and character training.

NEW YORK University has organized a "Uniform System of Accounts for University Athletics." The system can be augmented or modified as required. It has numbers assigned as symbols of the titles of accounts, in order to facilitate the records of transactions, and there are standard forms of general balance sheet, statement of operations, costs of athletic activities, and of administrative and general operating expenses. Full particulars concerning it may be obtained by writing to Professor Philip O. Badger, Chancellor's Office, New York University, Washington Square, New York City.

DR. E. D. Osborne and Miss Blanche S. Hitchcock have made experiments which indicate that *sodium hypochlorite*, a chemical used in purifying city water supplies, is an effective preventive of Ringworm—"Athlete's Foot." Their study was carried on in the Buffalo high schools, in which students going to and from gymnasium classes were required to wash their feet in a one-half per cent solution of *sodium hypochlorite*. This solution was renewed daily and placed in heavy rubber pans in all high school gymnasia. The experiment has resulted in a complete checking of the infection.

F. W. LUEHRING has accepted a professorship in physical education at the University of Pennsylvania. One of his first projects is to assist in the organization of a teacher training course in physical education on the undergraduate level, and also on the graduate level leading to a master's degree.

DR. D. Oberteuffer, Supervisor of Health and Physical Education of the State of Ohio, is to talk to the Health Education Club in Detroit at the first luncheon to be held at the Book Cadillac Hotel on Saturday, October 10, at 12:30 o'clock.

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Trends in Physical Education

(Continued from page 19)

vive the stress and strain that comes from modern living. And this program of gymnastics, athletics, recreation, and health must have educational focus so we can achieve definite results in the physical education of the youth of the land. Our programs must be inclusive and not exclusive.

We must become familiar with the good in all the trends and not specialists of some one dominant interest.

In discussing trends, we must consider the five standards necessary to put education into physical education and these constitute the five outstanding trends in our profession today:

1. Our programs are better organized. The educational administrator is demanding a better arrangement of our programs according to modern curriculum making procedure. We are getting a better physical education curriculum. Principals are demanding full use of the period—that there should be no waste of time (long roll calls and all those things that take up time but do not teach anything). Every minute of the period must be utilized not for a few but for all. Lessons must be prepared; daily, weekly, monthly, and seasonal schedules outlined. In brief, the demand of the educational administrator for better organized, better conducted, and better prepared classes in physical education is being met.

2. Programs are being graded. There is a great need for graded programs in physical education. Every other subject is graded, yet physical education is the easiest subject to grade because it grades itself.

Dame Nature tells us what to teach at the different age levels. The children of the primary grades 1, 2, and 3 are interested in mimics, singing games, and story plays because those are the years of imitation, imagination, and illusion. The three years that follow, ages 9, 10, and 11, of the intermediate grades 4, 5, and 6, are the antithesis to the three preceding years. This is the "Big Injun" age, the age of the bully. Boys and girls want stunts, relays, self-testing games. They must measure themselves. The three years of the junior high school, ages 12, 13, and 14, are a marked contrast to the three years that precede it. These ages are highly individualistic whereas the high school ages are devoted to team games. It is a period of hero worship, of gangs, and scout troops, when the group becomes bigger than the individual.

Physical education activities today are being better selected, classified, and adapted. They are being placed in their regular age and grade level according to the newest psychological, physiological, educational, and recreational values. We are studying our curriculum carefully for proper age and grade placement so that there will be a progressive, sequential continuity.

3. Programs are being adapted to individual needs based on health and physical examinations, physical fitness tests, and other measurements. Everywhere

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throughout the country people are talking in terms of individual needs. The other subjects are being built on the basis of homogeneous groups and not the old plan of heterogeneous classes. Much progress is being made in this third trend.

4. Programs are being measured and tested. We are getting results. We want to know outcomes. So another trend is that of tests and measurements in terms of program building and educational achievement.

5. Programs are being formulated according to the best child psychology and curriculum building methods.

These are the five outstanding emphases directed toward putting education into physical education.

The ten trends in physical education thought today may be summarized as follows:

1. From physical training to physical education—stress now not on the activities nor the means, but on the objectives, the educational results to be accomplished, such as play habits for the wise use of leisure time, and citizenship through sportsmanship.
2. The program has been enlarged and enriched to include a great variety of activities such as sports, athletics, rhythms, aquatics, health education, etc.
3. Development of the intramural program has been wide-spread—a game for every boy and girl, and every boy and girl in a game.
4. The development of the play and recreation emphasis.
5. Health education as part of a well-balanced program.
6. Programs adapted to individual needs.
7. Better teaching techniques and training—the raising of teacher training standards and certification. The average physical educator is now required to have a four year B.S. degree in education. Many take Master's and Doctor's degrees.
8. There is a movement away from the old fashioned formal drill type of program, also away from the idea that varsity athletics is the whole show, to the conception that the physical education program is a way of education for every boy and girl.
9. Steps are being taken for a better scientific evaluation of results through tests and measurements.
10. The conception is growing that physical education is part of education and our profession is education, and that our part of the school curriculum is one looking toward the seven cardinal principles of education.

Professor William R. LaPorte, in his presidential address to the Society of Directors of Physical Education in Colleges, made an excellent statement summarizing the changing conception of physical education. The following fifteen points will be of interest here:

1. Physical education is no longer considered as a trailer or addendum to education, but as an integral part of education.
2. It no longer is a subject in education, but a field of education.
3. It is no longer an educational child, but an adolescent youth.
4. It is not a "system" but a definite method of education through muscular and emotional experience.
5. It is not a "panacea for ills," but a combination of specific media for securing varied results.
6. It is not a mischief-preventive, but a stimulating form of leisure time expression.
7. It is not an energy-release mechanism, but a developer of character and moral traits.
8. It is not merely an exercise medium, but a method of developing poise and power of self-expression.
9. It is not a promoter of military precision, but a developer of intelligent leadership.
10. It is not a health insurance, but is a valuable aid to health.
11. It is not a mere physical developer, but a promoter of fine adjustment between physical and mental.
12. It is not merely an athletic battle of brawn, but a test of wits in physical-social competition.
13. It is not a stimulant to emotional frenzy or explosion, but to the development of emotional stability under pressure.
14. It is not a menace to life and limb, but a developer of safety skills.
15. It is not merely a preparation for adulthood, but a training for good citizenship now.

Do you Grade or Guess?

(Continued from page 28)

III. Advantages

This is not merely a record of individual skill achievements but also of ability to work with the group as a team player and as a part of *every* activity. In the column marked "team," I mean general game concept as a member of the group—not a varsity team member. In another section you record plus or minus points in columns provided for character forming elements such as cooperation, initiative, monitorship, etc. Here, too, is your attendance record—only the absences or latenesses being marked in the squares provided for each week in the month. In the personal hygiene section or group, you have a place for posture grades (monthly), age-weight relationships (underweight being marked with a minus and overweight with a plus), and also a "personal living standards" section to be checked monthly as individual mimeographed sheets are turned in with the pupil's daily living habits checked thereon (checked daily at home as to hours of sleep, elimination, care of teeth, etc.).

The charts are time savers if you are trying to keep an accurate record instead of guessing at grades. Records are made in class and no after-school time copying is necessary. You do not make tests daily, of course; you instruct and see to it that the periods are recreative as well as instructional. Emphasis is not upon testing, but upon the fun of doing things. The chart is flexible, too; for example, take dances—if you wish to wait until you have taught a number and then decide which ones to grade, you just post a list of those and mark the chart as indicated. Progression is obvious, and while you may wish to repeat some skills in all the different years of high school, your requirements for passing each become more strict. Standardization in procedure enables you to check progress and to compare classes, and to determine program changes needed. The ideas are simple and easily understood by all the pupils; their grades are compiled from material they give to you, and they are satisfied as to impartiality. You do not need to know the names of all the pupils right away to be able to grade if you follow the procedure of asking for roll call numbers as tests are passed. And, lastly, this record is cumulative; it shows what has been accomplished and where the pupil has been weakest.

Note that an essential feature is its visibility—each pupil sees what he is expected to learn, knows his next small goal, competes with his classmates to reach those goals with good grades and to better his own previous record. That is self-motivation; that is interest automatically accomplished if you have "sold" the chart idea to your class on the first day. Pupils can see that their final grades (and, using a yardstick across the cards you can take off a hundred grades in an hour), are the composite of their *all-round activities and attitudes.* They literally build their own grades, which are not the result of your impression because of their excellence, or lack of it, at any one thing. Your program is varied in its groupings and varied within each group, and it provides for the interests and abilities of almost all. The girl who does not like athletics will be stimulated to try anyway when she has her grades posted before the class, and when she knows that her chance will come later on in dancing or another better liked activity. In this way her interests are broadened, and the very fact that she is doing all the things that the group is doing, means that she is developing social attributes as well as physical benefits.

Self-Directed Activity

You have provided for individual differences — if Mary takes longer to accomplish a given skill than Ruth and fails or does poorly when the class test is given, she can try again to pass or better that mark on a later day or in one of your special after-school make-up periods. The visible chart motivates her to keep at the task until she masters it. Mary does not want a poor grade staring her in the face every period—her comrades will comment. If Genevieve has been absent the day tests were given in class, her "make-up" work is evident, and the blank space on the chart is a constant reminder to her. Thus the chart provides for *self-directed activity,* personal responsibility to reach the immediate goals that are set, and each progresses as she is able. The instructor moves about from squad to squad and coaches and suggests, while different groups work on different phases of the lesson plan. On test days I am fairly besieged with requests, "Please, may I take this one more test and then I'll be a Big Fish," or, "Please, when will we have another period after school to take tests that we missed?" For the few who do not work well alone at this self-directed activity, your group instruction serves. A few judiciously sprinkled comments about "no columns checked off yet, you are way behind everybody else," puts the idea up to them. "It is *your* responsibility; you get only what you *earn.*" What course offers a truer lesson from life.

For a start, if this seems too minutely divided to undertake, try the card idea with just the major activities of each group and use but one grade for each activity. This will at least accomplish one great purpose—lead you to keep a record based upon a variety of types of activities so that those not proficient in athletics will have chances elsewhere, and a good grade will be possible for all. And usually interest and later life participation will follow where acquired abilities lead.

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Football Injuries

(Continued from page 33)

takes place. In Boston a doctor attends all the games whether between Boston schools or between a Boston school and an outside school.

In 1929, fifty-two schools reported the presence of a doctor at the games and forty-one reported their absence. In 1930 sixty-four schools had a doctor and forty-two did not. We believe that a doctor should be present at all games and that those in charge of the football regime should provide one. The doctor should have the power to remove a boy from the game if, in his opinion, his physical condition warrants removal. In the Boston schools, all injured players are seen on the field of play by the attending physician, and his decision with regard to the boy's continuing to play is absolute. Dislocations occur every year and these, readily recognized, can as a rule be reduced, provided the reduction is carried out at once. One of the writers has reduced one or more dislocations per year, involving the shoulder and elbow, without the use of an anaesthetic. This was accomplished on the side of the field. If these cases are not seen for an hour or more after the dislocation occurs, an anaesthetic is always required and the patient is forced to submit to considerable pain while awaiting reduction. Head injuries are always difficult to diagnose in their milder forms and often one familiar with them is easily fooled by some clever boy. Fractures of the milder type can often be diagnosed and placed in a portable splint. Abrasions and lacerations require treatment at once.

Injuries Not Common

Some schools have refrained from maintaining football teams on the grounds of expense and loss of time from school. The question of expense is not within the purpose of this paper. It is true that football does cause loss of time for certain individuals, but we do not believe that it is as great as many imagine it to be. Boys of high school age are young, active, daring, and are constantly exposing themselves to danger just as much off of the football field as on it. We believe that the facts speak for themselves and if the facts are properly analyzed, that the injuries received in playing high school football are not particularly serious or common.

We believe that every boy, so desirous, should be allowed the privilege of playing football and that the game is not as harmful as it is painted. The fact that two large cities on different sides of the continent show such similar statistics and such good results, speaks well for a sport that provides outdoor recreation for approximately 5,000 boys per season.

Summary: Under proper supervision, on a good field, with a doctor present to supervise all injured players, with properly arranged schedules under moderately good weather conditions—we believe that football as played in the high schools today is certainly worthwhile and that the personal liability has been reduced to a very low figure.

Girls' Intramurals

(Continued from page 29)

Starting with the color teams, with 100 per cent membership as a base, we have been slowly building a pyramid and as the apex we have organized sports days with other nearby schools. These sports days consist of the game program plus social dancing and refreshments and are the high lights of each season. We have experimented a good deal with the sports days. On one occasion we mixed the personnel of the teams completely; other times we have only partially mixed them, as in hockey when the forward line of one school plus the backfield of another would form one team, to avoid breaking up teamwork. These plans have both been good fun, but the one which appeals most to our girls is one that does not break up the team unit but breaks up the time allotment instead. For example, teams A and B of one school meet with teams A and B of another. A will play the visiting A, and B will play the visiting B for a half game and the two scores will be credited to the school the teams represent. Then A will play the visiting B, and B will play the visiting A for a half game and these two scores will be added to the first two and the results totaled as the afternoon's score. This plan gives ample opportunity for wholesome competition, teamwork, loyalty, and sociability, and at the same time relieves the physical and emotional strain of the varsity contest.

This entire intramural program is motivated by the joy that comes from participation, the group awards that have been mentioned, a point system which makes it possible for each individual girl to win a school letter, and last but not least, by hours and hours of planning and working by the physical directors.

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Sports in Europe

(Continued from page 8)

The players wear light suits like track suits. Play is much more open and continuous.

Handball, in one or several of its many varieties, is played considerably in England, and in a limited way, in northern France and southern Germany.

Field hockey is played considerably in England and in a limited way in most of the other countries visited.

Pelota, which originated among the Basques of Northern Spain and Southern France, is still played principally in this region, though it has now gained some following in France and Germany. I saw three varieties of the game played. All used the same court and observed essentially the same rules. The standard court is about 150 feet long and 40 feet wide, with a front wall, one side wall and a back wall, each about 40 feet high. The fourth side is open. The ball is slightly larger than a golf ball and of about the same composition, though covered with hide, like a baseball. The game is played essentially like handball. The chief difference in the three types of games is in the equipment used by the players. In two types of play scoop-like baskets attached to the players' arms are used. In the third type of play a bat similar to a ping-pong paddle, though larger and much heavier, is used. The open side of the court and frequently a balcony at the rear end provide accommodations for spectators. The game is played by both amateurs and professionals.

Hiking Is Popular

Hiking is a very popular sport in most of the northern countries, particularly in Germany, Austria, Switzerland and Czechoslovakia. There are a great number of clubs devoted to this activity alone. While riding through the countries mentioned, we saw literally thousands of hikers. Many hike alone. They also travel in two's, three's, four's, and in larger numbers. We frequently saw groups of ten, twenty, and even as many as two hundred (evidently clubs), out for a jaunt through the countryside. Most of the hikers were young people from fifteen to twenty-five years of age, though persons who were younger or older were not uncommon. We saw members of both sexes, though the male sex constituted the majority. The two sexes for the most part hiked in separate groups, but mixed groups were frequently encountered. We also saw a number of family groups ("ma, pa, and the kids") out for a hike through the country.

The hikers go on trips that vary considerably in duration. The one-day hike, week-end hike, and short trip lasting from five days to two weeks, are perhaps the most common, though hikes extending through the entire summer are not uncommon. Most of the hiking is done through the scenic regions—the Rhine Valley, the Harz mountains, the Swiss Alps, the Baltic Coast, the Black Forest, Austria, etc.—and regions of historic interest, though no region is completely avoided. I talked with one pair of boys in Hamburg who had been on the way three weeks and were devoting the summer to making a circle of Germany. It may be of interest to add that though we traveled by automobile more than two thousand miles through this region, and saw thousands of hikers, we were hailed only three times for lifts. It was raining on all three occasions.

The cities and provinces and in many instances the clubs themselves have done a great deal to facilitate hiking. Most of the large cities have provided special lodging houses for the accommodation of hikers. Similar houses have been established in the rural districts and small villages in most of the more popular hiking regions. A number of old castles have been converted to this use. I was told that there were more than 2,000 houses of this type in Germany, and more than 300 in Austria. Simple food and lodging may be secured at these places for a very nominal fee. Most of the hikers carry a knapsack and not a few may be seen with musical instruments. Many of the boys and men wear Bavarian shorts and go hatless.

Lawn Bowls

Lawn bowls was found only in England. The game is quite popular among the upper classes. This game is played on a well kept lawn. The game may be played as singles, or by teams of two or four. The equipment used in playing the game includes one small ball about the size of a golf ball, and other balls a trifle larger than croquet balls with a slug of metal in one side which causes them to roll in a curve or "bias." The small ball is called a jack; the large balls are called bowls. The method of play consists of rolling the small ball to a resting point fifty or sixty feet away, and then attempting to roll the larger balls so they stop close to the small ball. The scoring is similar to that used in horseshoes.

Boccie is a bowling game played extensively in Italy and Southern France, and on the whole is quite similar to the English game Lawn Bowls described above. The chief differences may be listed as follows: in the first place, Boccie is played by the lower classes. The bowls have no slugs of metal and thus roll straight. The game is played under a great variety of conditions—in the street, in a convenient field, and on dirt courts. The game is very popular with adults, constituting perhaps the most popular of all the recreative sports in the regions mentioned.

I found and investigated a number of other sports such as schlag ball, schleuder ball, nine pins, and tamborello, but believe that those listed and discussed above are the most significant.

Conclusion

In conclusion, I may say that I found the sports leaders and authorities in all the countries visited intensely interested in the coming Olympic Games, to be held in Los Angeles in 1932. Most of those with whom I talked were planning on attending the Games though many were skeptical about the actual realization of their plans. The chief difficulty of course is lack of finances. The exchange rate is against them. Of the several countries visited, Germany will perhaps send the largest delegation of athletes, and judging from recent performances will provide the stiffest competition.

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Are We Overly Health Conscious?

(Continued from page 12)

83. Humboldt's *Kosmos* was completed at 90. Galileo was busy studying the moon at 73. Gladstone bore the burdens of the Empire at 83. Look at the erect and alert Elihu Root at 84, at the dignified Justice Holmes at 90 whose brain is still hitting on all cylinders, at the forceful President von Hindenburg with more than four-score years behind him. And so on, many examples can be given of the priceless contributions of old age. In fact, from 50 and 60 years onward some of the world's best work has been and is being done and a good many of its leading lights have been at their best.

Indeed, we are beginning to appreciate that old age can be effective and creative in the realm of philosophy, sciences and the arts. We need its wisdom, its understanding, its serenity and its beauty. Old age knows life. It reveals it. It should be as oil on the turbulent waters of the younger humanity. When old age is given its full share of an intelligent health consciousness, then the sunset of life will be approached not with terror, decrepitude and despondency, not "sans teeth, sans eyes, sans taste, sans everything," but it will enter even the portals of death, "sustained and soothed" and "like one that wraps the drapery of his couch about him and lies down to pleasant dreams."

Now I am finished with the seven acts of the drama of life. The scenes presented have not been pleasant, but realities must be faced.

An epilogue to this somewhat disheartening adaptation of "All the world's a stage" is in order. It may help us to decide whether we are health conscious enough or overly health conscious.

During the year 1928, the latest United States Mortality Statistics to appear from the press, there occurred in the registration area of the United States 1,378,675 deaths. Of these deaths, 216,000, approximately 1/6 of all deaths, occurred during the first five years of life. I have already attempted to show that the individual should have the right to anticipate reaching the old age span of life, 65 years of age, in full possession of his mental capacities and, in a large measure, of his health. We possess, now, sufficient knowledge of the fundamentals of health promotion and disease prevention and control, which, if we were really health conscious as a nation and could put this knowledge into universal practice, should make it possible for the average individual to have a long and useful life of at least three score and ten. However, we find that of 1,378,675 deaths, 891,109 or 64.6% occurred before the sixty-fifth milestone of life was reached. Only 13,216 died of old age.

Of the total number of deaths, 1,378,675, five disorders or groups of disorders were responsible for more than a million of them. The degenerative group of diseases of the heart, arteries including apoplexy, and kidneys claimed approximately 465,000 or about one-third of the total number of deaths. Second in the list of causes were the disorders and diseases of infancy and childhood, approximately 216,000 deaths in all due to congenital conditions, gastrointestinal disturbances, respiratory and infectious diseases. The cause third in importance was a group of three respiratory diseases,—tuberculosis, pneumonia and influenza,—whose victims reached a total of 209,334. External causes,—injuries, accidents,—occupied the fourth place in this grouping of the causes of death, total 116,328. The fifth item was cancer and other malignant tumors which slew 109,770.

An interesting thing about the study of the factors responsible for our annual national mortality is the relatively few diseases and disorders which are the important killers of mankind. Another significant observation relative to these outstanding diseases and disorders is that they are for the most part either preventable or correctible in the early stages.

So much for the ravages of the grim reaper, Death, with his five bladed scythe! What about the illnesses and incapacities which are so widely diffused in all the acts of the seven ages of life. A total of 6,852 hospitals in the United States with a total capacity of 892,924 beds are our monument to a nation which is far short of an effective health consciousness. Approximately one-half of these beds are occupied by mental cases. More than 300,000 people are confined in our mental hospitals. The nation's bill for caring for mental diseases is almost equal to that for higher education. Now we are beginning to realize that the other costly institutions which must be built and maintained by society, namely, prisons, reformatories, charitable hospitals, and so on, are in a very large measure, problems of mental hygiene, and, therefore, problems of prevention to be solved by a future, more health conscious generation.

The Committee on the Costs of Medical Care is beginning to acquaint us with the widespread incapacitating illnesses and defects found in our society and which have not reached our institutions. At least 2% of the 40,000,000 wage earners in the United States are constantly suffering from actual disabling illness. Another 1½% are seriously ill but still at work and rendering inefficient service. An average of 9 days are lost from work each year by each employee because of illness. If you will multiply 9 days by 40,000,000 and then this amount by $2.00 or $3.00, the day's wage, you will determine for yourself the enormous economic loss.

Ordinarily, we don't like to measure the value of human lives in terms of money. The invarying accompaniments of illness and death,—unhappiness, sorrow, misery, suffering, poverty, and tragedy cannot be computed in terms of cash value. However, this is an economic age. Let us be cold blooded for a moment. Dublin has calculated the cash value of human lives at various age periods in certain economic classes. According to him, the total capital value of lives which can be saved annually through the application of modern preventive medicine and public health measures is over 6 billions of dollars. Another 2½ billions of dollars are spent for the treatment of disease and 2

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Right from the start, Mr. Rounsevelle's students begin to hit the target with the majority of their arrows, and at the end of the week, a miss is unusual.

Remember that this course requires only five days and as each lesson is repeated five times daily, every interested student can take it, no matter how crowded his program may be.

One of Mr. Rounsevelle's Archery Methods Classes at the University of Wisconsin summer school. Note the correct form of each archer, and also how everyone who is shooting is also being coached.

A target at 30 yards, at the end of the fourth day. Five girls shot at this target, six arrows each. Of the thirty shots, only five missed, and only three were in the white.

What Directors Say About the Rounsevelle Archery Methods Course

"Your archery course at the University of Minnesota gave us much satisfaction. Your analysis and presentation of the technic of shooting was so clear and simple that it could be grasped easily. By its use and with your help most of your pupils were able to hit the target even in their first lesson, and by the end of five lessons many of them were shooting independently and making good scores. The completeness of your equipment meant that there was no waiting for turns. Your generosity in time and interest contributed much to the values of the course."—Univ. of Minn. (Dr. J. Norris). (Course repeated during 1931 summer session).

"You may recall our local Scout executive who took your archery course. He told me he had learned more in two lessons than he had gained in his three years shooting experience. We shall look forward to a return trip." (Second course given from June 29th to July 3rd)." — State Teachers College, La Crosse. Wis. (Emma L. Wilder).

"Your archery course was such a success! I tried an experiment in my two sections of archery — one used your method and the oth : used the old one. I kept scores for both classes, and 'your' section was so much more consistent in hits and high scores, that now I teach it entirely." — Teachers College, Columbia University (Marjorie Hillas).

While this course is intended primarily for schools of Physical Education, Mr. Rounsevelle would also be interested in hearing from any college where archery is especially popular.

For detailed information write:

MISS MARY HOOVER, *Secretary to Mr. Rounsevelle*
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billions more are lost from decreased earning capacity and loss of wages resulting from incapacitating illnesses and defects. Our nation's premature deaths and sickness bill is, then, 10½ billions of dollars. This is more than one-ninth of our total annual income. How about becoming health conscious as a nation and save enough to pay off our national debt in two years?

I have concerned myself chiefly with the needs for an enlarged comprehensive and constructive intelligent health consciousness along the more or less negative aspects of health for each of the age periods of life. Let me remind you that the era of an intelligent health consciousness will materialize fully when we apply all that nature and nurture have to contribute to positive health and to mental and physical efficiency.

The New Health Teaching

The modern human conservation movement, with its emphasis on the individual as the center of interest, is so new that we have not yet had time to provide the necessary instrumentalities in order to carry on an effective health program. In dealing with the individual,—his physiological, psychological, sociological and immunological make up—effective health teaching must be the outstanding concern of future public health.

One of our greatest needs is adequately trained scientific teachers of health. This training must include those sciences which acquaint one with the "make-up" or structure, the "workings" or functions, and the case of the human body machine. The future will see to it that no one will be regarded as available for health teaching and supervision who has not been adequately trained in biology, chemistry, physics, anatomy, physiology, psychology, sociology, and in those sciences and subjects which make up modern hygiene. Upon this basic scientific training will be built another line of training, pedagogical in nature, which will acquaint the future teachers of hygiene with sound psychological and pedagogical methods and materials of health teaching for the various age periods.

This rather intensive and extensive training for health teaching and supervision is absolutely essential in order for the health teacher to initiate and maintain an intelligent, well-balanced, comprehensive and constructive program of health teaching and supervision. Assuredly a training of this stamp on the part of the teacher or supervisor of school health work precludes any dangers of promoting emotional over health consciousness regarding which there is some concern as expressed this morning.

In the meantime we must utilize health teachers and supervisors, in a large measure, who are not adequately trained to teach and supervise health, as measured by those sciences stipulated. An emotional attitude towards the body in order or out of order dominates their teaching and supervision. They are prone to overemphasize matters of little concern to health and neglect the important things. What they *feel* to be of sound hygienic practices are passed out as scientific dicta and so on. All in all, is it any wonder that many emotionally over-health conscious, introspective, psycho-neurotics are engendered as a result of this untrained and unskilled health teaching, especially since our natures are such that we tend towards the emotional in matters pertaining to health?

In conclusion permit me to emphasize the fact that *only the dawn* of an intelligent health conscious era is here. The hoped for millennium of health consciousness and human conservation is still in the remote future. I realize that we are but the forerunners and prophets of this new health conscious era. Like another Prophet of the past whose life was devoted to the establishment of a consciousness of freedom, we shall not live to enter the Promised Land. Fortunately, a kind Jehovah has led us "unto Mount Nebo to the top of Pisgah, that is over against Jericho" and is endeavoring to make us see the future health conscious land of Gilead. He has said, "I have caused thee to see it with thine eyes but thou must not go thither." It is for those of the future to whom the torch of intelligent health consciousness is passed, to enter this promised land and there build the City of God.

Posture Principles

(Continued from page 15)

Correction

1. With the foregoing approach in mind we will be chiefly concerned with the *conservation of energy* rather than with "position" or "posture." Balance of parts or *"poise"* will be the ideal.

2. We will attempt therefore to take strains off the body and off the parts of the body, and to do this as frequently as possible, recognizing that in the re-formation of habits repetition counts no less in this than in any other re-educational undertaking. This policy will also allow the circulation of the blood to help in the constant renovation of the bodily parts. We know the circulation is the key-note to health. Our aim then will be to free the vascular system and to move the venous and lymphatic fluids back to the heart from the fatigued tissues. We will want to move dead air from the lungs and also to improve circulation by relieving mechanical pressure caused by tension in the fatigued muscles.

3. We must aim to strengthen the central support so as to accomplish this freedom of muscle and freedom of circulation. The facts are that the big outside muscles with horizontal or executive pulls work away from the centers of bony support, while the inner and small close muscles pull weights back towards center and have some momentum of gravity to aid them. It is these, therefore, that need to be often exercised in order to offset the unbalances which tend unconsciously to follow emotional influences. Emotions when not allowed their full expression, easily bring about these unbalances. We want to keep the muscles as free, soft, and unstrained as possible, with tension so equalized that muscular fibers are in that state of readiness (potential activity) which alone is beneficial relaxation. We

can contribute to this end if we try to cultivate a *spinal consciousness* and a realization that all parts of the trunk *hang* from the spine and should be centrally controlled. To acquire this we will have to learn to visualize the balancing of our weights, because as I have indicated the body responds to the picture "held in the mind's eye"—the imagination—and adjusts itself automatically through the reflexes. Hence the supreme importance of true and accurate concepts.

Consideration of Technique

We will want to teach the pupil that nature alone cures. Therefore he must be taught to *recognize* his willful fixities, since mental and physical attitudes go hand in hand, act and inter-act together as a unit. He must build and reform his habits accordingly. This will mean that he will have to give up moralizing over *how he is to hold* any part of his body. We will want to teach him to have the scientific attitude, to be willing to go to Nature for the truth. His thinking must be brought into line with truth in regard to his body, and we can present such essential facts as he is able to understand:

1. That his body materials are subject to the same strains and are balancing to the same forces as all other materials in the material universe.
2. That his individual bodily parts have weight, which is travelling with gravity; that bones will support this weight if he will allow them to do so, that this is their responsibility. Muscles will move bones about and should be kept soft and in readiness for their work.
3. That his brain, nerves, and glands, working together, make it possible to carry out any pattern of movement that he is able to visualize, providing that it is anatomically possible.

We can point out that when he thinks *location, direction, and motion,* something happens. We shall teach him, in short, to respect the principles governing his structure. This will mean balance and going with nature which will bring harmony and comfort through a reduction of bodily strains. Finally, we will help him to learn to balance his weights in all movements and to keep his individual weights as close to the base and as near to the center of their supports as possible.

The Gift of Land

(Continued from page 17)

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Corrective Physical Education

(Continued from page 25)

C. Foot Games

Both boys and girls in grades 1-6 and girls in grades 7-12 get great fun from playing the foot games. For the older girls they must be varied and used as stunts or puzzles.

Musical Marbles.

Played like "Going to Jerusalem." In circle, or several circles according to number of the class, place a jack or marble on the floor in front of all players except one. If a piano is available use it. If not, the pupils or instructor may sing. When the music stops each pupil tries to grasp a jack with the toes. The one who does not do so is "out." This pupil takes a marble or jack with him and sits against the wall with knees drawn up and toes flexed until the game is finished. Play until there is only one player or until interest lags. Alternate direction of moving circle and the foot used in grasping the jack or marble.

Jenkins Down.

Equipment: A marble for each two teams.

A team should consist of five or six players facing the same number of another team.

Groups are divided into two rows facing each other. All sit on the floor in hook-sitting position if they have the marble on their side, and in long-sitting position if they are guessing. The side which has the marble passes it by means of their hands up and down the row behind their backs. Upon a signal from the opposite captain (usually starting with the end player and changing each game) who calls "Jenkins says marble down," each player on the side having the marble pretends to have it and with both hands pretends to put it under both feet. As soon as this is done, the other side proceeds to guess. Only the captain may ask a player to put his foot down. If there are ten legs and seven have been called before the marble is found the guessing side has a score of three. Every time a player shows what is under his foot he leaves his leg straight out in front of him, and the score is counted by the knees still up. If any one but the captain calls and is obeyed the player who shows his foot has to bend knee again so that it will count in the final score for the guessing side. The side wins that scores most points after both sides have held the marble an equal number of times.

Musical Marbles and Jenkins Down are universally popular and are called for again and again by all ages.

Playing Jacks With the Feet

The following games with Jacks with Feet and the introductory statement are contributed by Miss Mildred Tolhurst, teacher of corrective physical education, Marshall Junior High School, Pasadena. The games are played and initiated by girls in grades 7-8-9-10.

The games may be played by classes of thirty or more;—two, three or four girls to a group. Two gives the best opportunity for exercise, but the larger number increases the competition, varies the game and adds to the interest. Four, five, or six jacks may be used depending on the skill of the individuals.

General Rules: The Game with Five Jacks.

No ball is used. Each game must be played first with the right and then with the left foot. The first throw of each game is made with the hands, and subsequent throws must be made with the foot. "Touching" with the toes is a "miss" just as touching with the hands. Little before bigs (two jacks before the three) is not a "miss." Kings or Hay Stacks (when jacks become crossed) must be called. The jacks may be placed in groups of (2-2-1) for two's, (3-2) for threes, (4-1) for fours, and (5) with the foot. Once the placing and an effort to pick up the jacks is made, they must be held and not dropped until placed again.

There seems to be no limit to the number of games the girls can make applicable to the "foot jacks." The games become more difficult and the interest keener the longer they play.

The Games

I. *"Babies."* The first throw is made with the hand. The player is in long-sitting position. Each jack is picked up with the right foot and replaced on the floor. Then by two's, three's, four's, and five's, they are picked up and thrown with the foot. The game is repeated with the left foot.

II. *"Cherries in the Basket or Birdies in the Nest."* Players may be in long-sitting position or sitting on a bench. This game is played just as in "regular jacks." The left hand is the nest or basket. The jacks are picked up with the right foot. Cross the leg and place the jacks in the left hand (do not take the basket to the cherries—take the cherries to the basket, or make the birds fly to the nest). The crossing of the legs in carrying the jacks in the right foot to the left hand stretches the peroneals and gives added contraction to the invertors. Repeat with the left foot, place jacks in right hand or basket.

III. *"Ladies in the Wash House or Pigs in the Pen."* Players in the hook-sitting position on floor. The left foot, toes curled, outer border of foot on the floor, makes the "wash house." Each jack is pushed with the right toes into the wash house. When all five ladies have entered the house it collapses and slides the ladies out again. The right foot slides them back in again by pairs, etc., until all five go in as a party. The game is continued, the right foot becoming the wash house.

Exercises in Rhythm (Original rhythms by the girls)

Miss Stephenson, 5th grade teacher, in charge of a corrective squad in an elementary school, motivated the exercises by rhythms and songs that she and the girls originated. The following two songs are contributed by Miss Stephenson and her 5th and 6th grade girls. These exercises—executed in this rhythm and with these words have made an appeal to all of the girls' groups of this age period, (9-13 years).

1. Exercise, long-sitting position, curl your toes, push down on your heels.

Tune: Old Folks at Home (Swanee River).

Good Little Girls

All little girls should curl their toes
While they are young; push on your heels
And keep your knees down
Now all the work is done.

Chorus:—Curl your toes, oh curl your toes
Give your heels a push.
And keep your knees down on the floor,
Now let us try once more.

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2. Exercise: backward lying position.

Place bottoms of feet together. Bring legs to chest. Stretch legs upward.

Tune: Old Black Joe.

Spread your knees apart and bring them up to your chest,
Stretch them way up high,
Then slowly down to rest.
Do it once again,
The same thing over twice.
Now do this every day—at home
Once or twice.

Omit chorus.

Thomas gives some good suggestions for Rhythmic Games and Exercise in *Body Mechanics and Health*, p. 151-162.

(To be concluded)

Assembly Program

(Continued from page 34)

the school letter carries with it many privileges, its wearer assumes some definite and serious obligations to himself, to his school, and to his community.

If you are wholly fit to wear the Morton "M," you will answer "I do" to each and every one of the following questions:

Do you agree that the "M" should signify first of all that its wearer is master of himself and that this should ever be a prerequisite for those who would lead others?

Do you subscribe to the laws of Good Sportsmanship, School Spirit in the better sense of the word, and the social law that self interest must be subordinated to the welfare of the group, and do you promise to do your best to keep these laws at all times?

Do you fully and freely believe that in every event Right should come before Might?

Will you always be loyal to yourself and to Morton and ever strive to do your part, at any cost, to make Morton what we want it to be?

In accepting the "M" from the faculty and student body of Morton, do you pledge yourself never to do anything to disgrace the school or lower the value of the letter?

Do you promise that as one who has contributed in an outstanding way to the welfare of the school, you will put forth the same effort and spirit in the service of the nation that makes the school possible?

7. The band plays the school song "Mortonia," which the student body sings.

8. The chairman then presents Superintendent H. V. Church to the Morton Schools. He presents the letters and certificates in the following order: each team is presented to the superintendent and the student body with a brief statement of its accomplishments by its coach. As each team marches to its place upon the platform, the cheer leaders lead the crowd in a cheer for the team. The custom is to have those members of the team who have previously been presented with letters sit on the stage with the M Club, and those who are receiving the letters for the first time sit in reserved seats in the front center of the auditorium.

The teams are presented in the following order: heavyweight football, lightweight football, frosh-soph football, heavyweight basketball, lightweight basketball, (at this point Mr. W. S. Pope, Morton's Suburban League Representative, presents Richard Prochaska, captain of the Lightweight Championship Team, with its trophy), frosh-soph basketball, swimming teams, cross-country track, fencing, tumbling, wrestling, cheer leaders, soccer teams, girls' intramural, boys' intramural, presentation of certificates for spelling class intramural championships (girls and boys).

9. Bugle Corps takes the stage and sounds retreat while the flag is lowered.

10. The Morton Band plays "Onward Morton," which the audience joins in singing. The curtain is lowered and the meeting is over.

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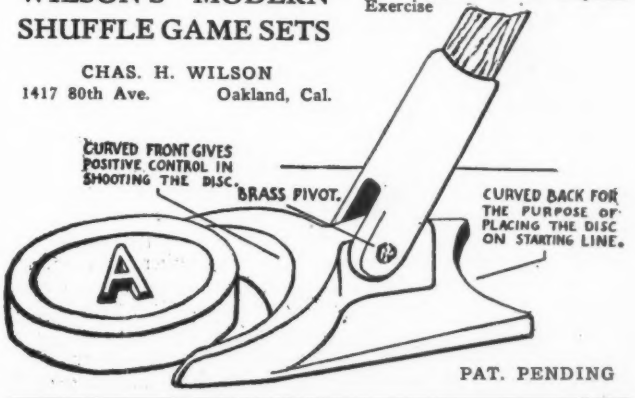
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A Guide-Book for Safety Education. Vol. V. Publication of the National Bureau of Casualty and Surety Underwriters, 1931. 50c. Cloth, 75c.

A very helpful little book suggesting possible correlations of safety education with the teaching of various school subjects in primary and intermediate grades, kindergarten and grades 1-3, grades 4-6, and in secondary schools. Various forms of safety education are suggestively outlined such as prevention of automobile, swimming, railroad, electrical, industrial, and school accidents, prevention of fire, safety in water transportation and aviation, forest conservation, and first aid. The book also contains a valuable bibliography and lists of films and slides obtainable for the teaching of Safety.

Score Cards for Evaluating Physical Education Programs for High School Boys and Girls. Bulletins Nos. E-2 and E-3, respectively, of the Division of Health and Physical Education, California State Department of Education.

These two score card pamphlets give a uniform and practical method of evaluating objectively the physical education departments of high schools. The evaluation is comprehensive, including staff, facilities, equipment, organization, program, activities, and professional aids. The booklets contain valuable standards, specific directions for scoring, and perforated score sheets in triplicate. These booklets are not only a very valuable contribution to the physical education profession but they should be an incentive to all high schools to attain and maintain high standards in their physical education departments.

Expression Gymnastics. Dr. Rudolf Bode. Translated from the German by Sonya Forthal and Elizabeth Waterman. A. S. Barnes & Co. 161 p. $2.00.

A vitally interesting book for the American reader and aimed to interpret the Bode or "Rhythmic Gymnastics" in as clear a light as is possible in any translation. This type of movement which has its emphasis on the art has come as a result of the World War and the desire for freedom of expression and a harmonious co-ordination of body and soul. There are two large divisions—the "Theory" and the "Practice." The second consists of a series of exercises which should indicate the method for development. The illustrations are very helpful. Undoubtedly there will be a great variance of opinion regarding this type of activity and this translation.

Recreational Swimming Activities. Thomas K. Cureton, Jr., Y.M.C.A. College, Springfield, Massachusetts. $1.50.

"Recreational Swimming" is a manual for recreation in the water. Gives many helpful suggestions and ideas for swimming pageants and exhibitions. Dr. G. B. Affleck has made special contributions. Chapter headings are *"The History and Significance of Recreational Swimming Activities"; "Individual Stunts and Competitions"; "Team Games and Contests of Relatively Low Organization"; "Mass Games"; "Pageants, Mass Exhibitions, Water Plays."* Includes extensive bibliography.

Modern Swimming and Diving. Aileen Riggin. Dodd, Mead & Company. New York. 219 pp. $1.75.

This is a very interesting and helpful book. The author aims to make it possible for a beginner to learn to swim, even without an instructor. The different strokes are most carefully described with especial emphasis on the procedures involved in learning the American Crawl. Other strokes and various forms of plain and fancy diving are explained in detail. Competitive diving and swimming are discussed and rules given. In addition, the international regulations for diving are given and American Red Cross Life Saving methods are discussed, with a word in favor of common sense in and around water.

Nutrition and Food Chemistry. Barnard S. Bronson. John Wiley & Sons. 467 pp. $3.75.

This book is the outgrowth of teaching and the presenting of the elements of nutrition and foods to a group of college students with little information in physiology and none in organic chemistry. Accurate information has been brought together and interpreted in such a way that the best modern thought has been made available and comprehensible. Scurvy, rickets, ultra-violet, ergosterol, pasteurization, and the mechanics, chemistry and physiology of digestion have been aptly discussed. The appendices are excellent. From the standpoint of the teacher of chemistry, nutrition, or health education, this book is very informative and should be of vital importance in this age of health promotion and preventive medicine.

Tumbling Illustrated. L. L. McClow. A. S. Barnes & Company. 244 pp. 666 illus. $3.00.

This interesting and helpful book gives an outline of tumbling exercises for individuals, couples, and groups; then describes each exercise very clearly using line illustrations. There is also a chapter on protection, one on exhibition work, and one giving suggestions for lesson plans. Tumbling provides unlimited possibilities for the improvement of physical coordination and this is a valuable book for any physical education teachers using this form of "natural gymnastics."

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